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ABSTRACT

This publication contains 60 abstracts of projects funded by the United States Department of Education, Office of Special Education, to provide innovative preservice and inservice training initiatives for personnel in the area of career/vocational education for handicapped persons. Program areas covered in the abstracts include preservice and inservice programs, legislation and policy information, certification, vocational assessment, career development and guidance, interagency collaboration, prevocational and postsecondary programing, Comprehensive Employment and Training Act (CETA) programs and rehabilitation resources, program evaluation, individual planning, parent and consumer information, least restrictive environment, funding and cost analysis, cooperative business sector linkages, curriculum, rural programs, and special populations. The abstracts are written in the standard format used by the National Inservice Network (NIN), located at Indiana University, and will be entered into the NIN computerized network. The publication also contains a current listing of project directors, a map illustrating the geographical distribution of the individual projects, an index of major objectives, and a directory of the Division of Personnel Preparation program staff. (KC)

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ED216164

Directory and Program Information for the OSE Vocational/Career Education Projects 1981-82

Personnel Inservice and Preservice Training Programs for Educators to Accommodate Handicapped Children and Youth in Vocational/Career Education Class Settings

Policy Research and Resource Series: Document 9

A Publication of the
LEADERSHIP TRAINING INSTITUTE/ VOCATIONAL AND SPECIAL EDUCATION

College of Education
University of Illinois
at Urbana-Champaign

Sponsored by

Division of Personnel Preparation
Office of Special Education
U.S. Education Department

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CE 032 424

March 1982

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Preface

Dear Colleague:

As citizens of the United States, our fulfillment as contributing individuals, and our capacity to participate in the full range of societal opportunities, are largely influenced by our ability to secure occupational skills and apply them in productive, satisfying, and remunerative ways. As an integral component of this society, handicapped individuals are entitled to equitable consideration for vocational preparation and gainful employment.

In order to insure that longitudinal career and vocational programming is increasingly available to handicapped students, the Office of Special Education and Rehabilitation Services (OSERS) continues to support innovative preservice and inservice training initiatives for educators and support personnel. Since 1975, the Division of Personnel Preparation (DPP) has awarded over 214 grants to institutions of higher education, state and local education agencies, and other nonprofit organizations. These awards are catalytic in nature and are intended to provide for the development and institutionalization of cost-effective and field-responsive training models.

During the current fiscal year (FY 1981), 60 vocational/career education projects, or project subcomponents, have been funded by DPP. The Office of Career Development for Special Populations, at the University of Illinois, is promoting the coordination and dissemination of promising training strategies through the publication of this Directory of Abstracts. The OCDSP staff, under the guidance of Dr. James P. Greenan, and assistance of R. Brian Cobb, has compiled and edited abstracts for the new and continuing DPP projects funded under the vocational/career education priority.

The abstracts have been written in the standard format used by the National Inservice Network (NIN), which is located at Indiana University. To further provide national dissemination of the project's activities, the abstracts will be entered into the NIN computerized network.

Also contained in this publication is a current listing of project directors, a map illustrating the geographical distribution of the individual projects, an index of major objectives, and a directory of the Division of Personnel Preparation program staff.

The OCDSP staff and I hope that individuals involved in vocational/career programming for handicapped children and youth will find this information to be most beneficial.

George Hagerty
Advocate, Career/Vocational Education
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Special Education Programs

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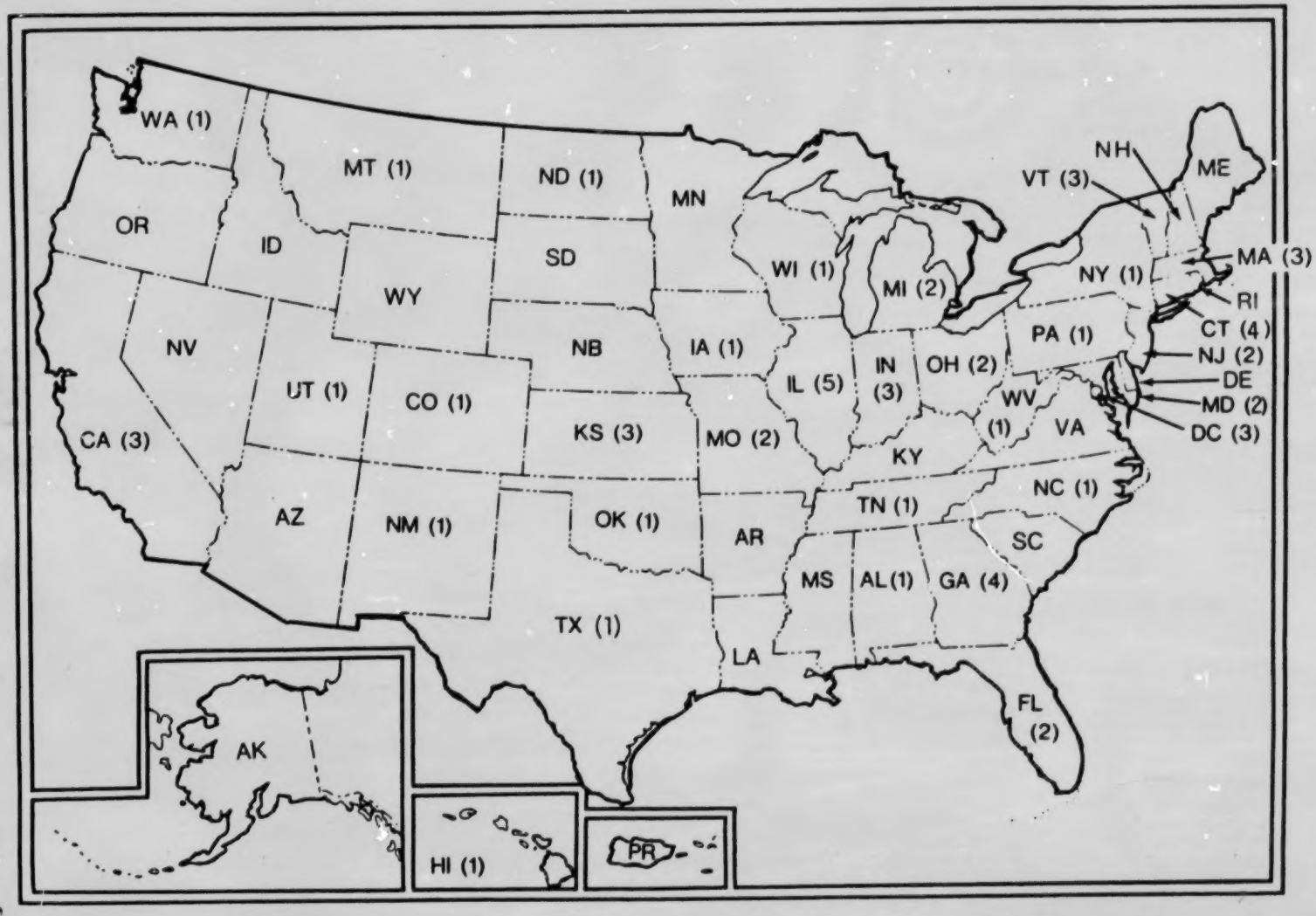
Geographical Distribution of the OSE Vocational/Career Education Projects 1981-82



Index of Major Objectives

Appearing below is a list of program areas and special populations for which project directors have indicated their particular project has a major focus. Following each program area and targeted population is the page number of their project. It is anticipated that this cross-referencing system will provide the reader with a useful tool to access those project directors and projects with focal areas of interest to the reader.

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Project Abstracts

California

ABSTRACT

1. TITLE: Inservice Training: Merced County Special Education Teachers and Specialists.

2. SPONSORING AGENCY: LEA

3. GRANT NUMBER: G008001049

4. CONTACT PERSON: Dan Cope, RLA Coordinator
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632 West 13th Street
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5. DESCRIPTION:

This project involves a program of inservice training for special education teachers and specialists in the rural setting of Merced County in an effort to improve the quality of instruction for handicapped youngsters that fall into the categories of (1) severely handicapped, (2) physically handicapped, (3) learning handicapped, and (4) communicatively handicapped. Based on a needs assessment, inservice is provided to special educators on a county-wide basis and on a regional basis when appropriate. Program specialists from the LEA provide follow-up consultant services to individual school districts. A resource center is also provided by the LEA for special educators to check-out materials and use instructional and office equipment. Release time is provided for special educators to attend inservice meetings. The project has a parent awareness training component which also includes bilingual and migrant parents.

6. MAJOR OBJECTIVES:

a. To improve the quality of instruction for all handicapped youngsters.
b. To train teachers of the handicapped in the areas of self-reported needs.
c. Serve as a model of inservice delivery for a rural area.

7. DISSEMINATION:

Sample materials, presentation outlines and evaluation of staff development activities will be combined into a handbook that describes the delivery of special education inservice in a rural setting. The handbook will be available for dissemination on a limited basis. The model may be presented at a national conference. Efforts will be made to tie in with state dissemination projects

through the National Inservice Network (NIN) at Indiana University and the Office of Special Education (OSE).

8. EVALUATION:

Evaluation includes the measurement of attainment of objectives through inservice evaluations and pre-post assessment of knowledge by project participants.

9. PRODUCTS:

The project will provide sample presentation outlines and a model for delivery of inservice to special educators in a rural settng.

10. DESCRIPTORS:

County-wide Inservice
Needs Assessment-based
Special Educators
Bilingual Parents Awareness

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
60	Administrators/ Supervisors		960	1,2 3,4	1,3 10,11	1,2	*6	11	3
	Paraprofessionals								
60	Resource Teachers		1080	2,3,4	1,4,6,7 8,11	1,2,3	1,5	1,3	3
	Consulting Teachers								
88	Special Class Teachers		1584	1,2, 3,4	4,6,7, 8,11	1,2,3	1,5	1,3,4,5,6, 8,9,10	3
	Regular Education Teachers								
25	Clinicians/Therapists		200	1,2, 3,4	4,6, 7,8	1,2	5	10	3
	Volunteers								
150	Parents		600	1,2 3,4	1,2	1,2	1	11	1,2,3
	Physical Educators								
15	Psychologists		90	1,2, 3,4	9,10	1,2	5	11	3
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Retreat

California

ABSTRACT

1. TITLE: PACE (Providing Alternatives in Career Education for the Severely Handicapped).

2. SPONSORING AGENCY: SEA

3. GRANT NUMBER: G00800596

4. CONTACT PERSON(S):

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5. DESCRIPTION:

This project intends to develop and implement a program of inservice training and technical assistance in vocational education for local, district, and SESR personnel and parents of the severely handicapped. A network of at least five demonstration classroom sites is being developed to work in concert with five educational specialists (severely handicapped area) stationed within S.E.R.N. (Special Education Resource Network) offices around the State of California. Content of the inservice training program includes: preparing individuals with severely handicapping conditions for employment, development of work-related behaviors, generalized skills programming, community-based work training, parent involvement, and transition from school to work and adult life.

6. MAJOR OBJECTIVES:

a. To develop in participants the knowledge, positive attitudes, and competence to assist in providing severely handicapped individuals with the skills to participate in the least restrictive career/vocational setting.

7. DISSEMINATION:

Training activities will take place throughout the state of California as requested by local agencies. Presentations will be made at several state and national conferences.

8. EVALUATION:

Evaluation will include the measurement of attainment of objectives through pre- and post-attitude surveys, measures of knowledge, and self-evaluation by participants. Data will be collected to demonstrate the impact on students in selected training sites. A repeated-measures experimental design will demonstrate effectiveness of the training.

9. PRODUCTS:

Training materials to be completed by June, 1982:

a. a curriculum guide for use by regular and vocational education personnel,
b. inservice training materials which will facilitate the acquisition of essential skills needed by personnel to implement the curriculum,
c. a "Training of Trainers" manual and training materials which will facilitate the acquisition of essential skills that local and state personnel need to train inservice educators and vocational rehabilitation personnel,
d. a "Resource Guide" to assist inservice personnel in the establishment of vocational education programs for individuals with severely handicapping conditions, and
e. parent awareness and information materials which will assist parents in making necessary attitudinal adjustments, and encourage them to advocate for a variety of vocational/career education service delivery systems for severely handicapped individuals in their respective communities.

10. DESCRIPTORS:

Inservice Programs
Career Development
Prevocational Programming
Vocational Programming

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
100	Special Class Teachers	5		11		1	1	2,5,6	
	Regular Education Teachers (vocational)								
	Clinicians/Therapists								
	Volunteers								
100	Parents			11		1	1	2,5,6	
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
100	Combinations or Teams of Above			11		1	1	2,5,6	

California

ABSTRACT

1. TITLE: Program Assistance Grant: Handicapped Personnel Preparation.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G008000978

4. CONTACT PERSON(S):

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(same address)

5. DESCRIPTION:

The VCE Training Project is one of seven federally funded subcomponents on a program assistance grant designed to prepare both preservice and inservice personnel to provide appropriate vocational/career education opportunities for handicapped individuals.

6. MAJOR OBJECTIVES:

a. To provide graduate level training leading to a Master's Degree with an emphasis on career preparation for handicapped personnel.

7. DISSEMINATION:

New program area: First graduates completed comprehensive examinations in June 1981; all graduates currently employed in Los Angeles County in programs serving handicapped individuals.

8. EVALUATION:

The Department utilizes two instruments to collect evaluative data. They include the Program Graduate's Evaluation Survey (Congruence Model) and the School Administrator's Supervisor's Evaluation Survey (Congruence Model). Results are available upon request.

9. PRODUCTS: Not available

10. DESCRIPTORS: Not available

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Colorado

ABSTRACT

1. TITLE: Regular Education In-Service for Vocational/Career Education Teachers.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G008000977

4. CONTACT PERSON: Mary Helen Haas, Director
Vocational Special Needs
226 Humanities
Colorado State University
Fort Collins, Colorado 80523
(303) 491-5884

5. DESCRIPTION:

This project has as its purpose the provision of inservice training for secondary vocational education teachers, in cooperation with special education teachers, to meet the needs of handicapped students in the regular classroom. A cadre of teachers will be trained during the first year to assist in inservicing additional vocational teachers during the second and third years of the project. One vocational and one special education teacher will be selected from each of the state's forty-five Special Education Administrative Units to form the initial cadre of teachers. Participants will be inserviced by using the Wisconsin Handbook: Puzzled About Educating Students With Special Needs, as well as nine vocational special needs inservice modules currently being developed for the Colorado State Board for Community Colleges and Occupational Education. In cooperation with university project staff, the original cadre of staff will utilize these materials to inservice second and third year participants.

6. MAJOR OBJECTIVES:

a. To demonstrate a knowledge of the nature of the major categories of handicapping conditions.
b. To develop a positive attitude toward meeting the needs of handicapped students.
c. To develop skills for assessing the needs of handicapped students.
d. To develop, through the use of simulated experiences, the ability to use diagnostic procedures in a "team approach" to identify and suggest solutions to a handicapped student's problem. The simulated team will consist of a special education teacher, a vocational/career education teacher, a counselor and administrator, and a parent.
e. To develop skills in modifying vocational/career education curriculum.

f. To develop skills in modifying methods of teaching vocational/career education in order to improve instruction for handicapped students.
g. To prepare handicapped students for competitive employment.
h. To develop a resource handbook. The handbook will include a portfolio of examples of modified curriculum, methods of teaching, equipment modifications, teaching strategies, and the identification of human and material resources. A portfolio will be developed which will include examples of teaching each major category of handicaps in each of the seven vocational service areas and in career education.

7. DISSEMINATION:

Dissemination activities include: regional inservice workshops; development of a resource handbook; utilizing a team approach of participants from vocational education, special education, vocational rehabilitation; use of the State Board for Community Colleges and Occupational Education, Colorado Department of Education and Division of Vocational Rehabilitation; professional newsletters; and a final report.

8. EVALUATION:

Three methods will be used to evaluate the inservice processes:

a. Personal assessment from workshop participants.
b. Pre-test and post-test on use of Modules.
c. Attitudes/social closeness measurement in working with the handicapped.

9. PRODUCTS:

The products from this project will include the following Inservice Modules:

a. Deaf and Hard of Hearing
b. Mentally Retarded
c. Speech Impaired
d. Visually Handicapped
e. Orthopedically Impaired
f. Health Impaired
g. Learning Disability
h. Emotionally Handicapped
i. Academically and Economically Disadvantaged
j. IEP

Curricular modifications developed by the teachers.

10. DESCRIPTORS:

Career/Vocational Education Teachers
Special Education Teachers
Inservice Workshops
Personnel Preparation
Handicapped

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
3	Resource Teachers	X	65	4,5	1-8	7,8	1,4,5	1,3,4,6 8,9,10,11	3,4,5
	Consulting Teachers								
15	Special Class Teachers	X	65	4,5	1-8	1,2 7,8	1,4,5	1,3,4,6,8, 9,10,11	3,4,5
45	Regular Education Teachers	X	65	4,5	1-8	1,2 7,8	1, 4,5	1,3,4,6,8, 9,10,11	3,4,5
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Connecticut

ABSTRACT

1. TITLE: Regular In-service Vocational Education: Preparation of Vocational Educators for Meeting the Needs of Handicapped Students--A Comprehensive In-Service Model.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G008101731

4. CONTACT PERSON: Dr. Clarence R. Calder, Jr.
U-33, School of Education
University of Connecticut
Storrs, Connecticut 06268
(203) 486-2429

5. DESCRIPTION:

The project is composed of a fifteen-week in-service training program for vocational educators. Trainees are full-time vocational educators in the following areas: vocational agriculture, home economics, industrial arts, business education, occupational education, distributive education, and other related areas. Participants are provided an opportunity to develop and improve their competencies to work more effectively with handicapped learners.

6. MAJOR OBJECTIVES:

a. To enable students to identify the characteristics of exceptional students;
b. To enable students to assess and evaluate the skills of mildly handicapped students;
c. To enable students to modify instructional strategies and/or alter instructional goals to address unique needs of handicapped students;
d. To enable students to communicate effectively with all significant individuals and groups concerning the vocational needs of the handicapped learner;
e. To enable students to identify, assess, and match vocational opportunities for employment and/or sources of additional vocational training with the specific needs and abilities of the handicapped student;
f. To enable students to provide realistic and appropriate guidance and support for the special needs learner and his/her family in the decision-making process.

7. DISSEMINATION:

The project intends to disseminate information through reports, presentations, and articles.

8. EVALUATION:

The Delbeque Approach will be used to determine discrepancies between desired and actual competency levels of participants and prioritize their training needs. A special assessment system will be developed to determine the degree to which the competencies have been learned and can be put into practice. A comparison of the actual outcomes to expected outcomes will be made to determine if a discrepancy does exist between the two.

9. PRODUCTS: None

10. DESCRIPTORS:

Mildly Handicapped
In-service Program
Disadvantaged

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
20	Regular Education Teachers (vocational)		45	3,4	1,2,3,4,5, 6,7,8,11	1,2,3,6	3	1,3,4,6,11	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Connecticut

ABSTRACT

1. TITLE: Preservice Vocational Education: Professional Preparation of Personnel in Vocational Education for the Handicapped--A Comprehensive Preservice Model.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G008101609

4. CONTACT PERSON: Dr. Clarence R. Calder, Jr.
U-33, School of Education
University of Connectiut
Storrs, Connecticut 06268
(203) 486-2429

5. DESCRIPTION:

The uniqueness of the project is its emphasis on training vocational educators at the M.A. and Ph.D. levels in special education techniques for the handicapped. Students recruited for the program are those with baccalaureate degrees in vocational education (industrial arts, vocational agriculture, home economics, business education, technical education, health occupations, and distributive education). While the major training component revolves around coursework housed in the Division of Special Education, coursework is also included from Higher, Technical and Adult Education, Curriculum and Instruction, Educational Administration, and other departments within the University. Practica and field experiences involving exceptional students will be a major segment of a candidate's training.

6. MAJOR OBJECTIVES:

a. To give Ph.D. students the educational background to teach at the university level, conduct research, administer vocational education programs, and establish and conduct training programs for the preparation of vocational educators to work with handicapped students;
b. To give Master's students the educational background to plan and administer programs in vocational education for all types of handicapping conditions, age groups, and educational levels.

7. DISSEMINATION:

The project intends to disseminate information through reports, presentations, and articles.

8. EVALUATION:

   a. Program Assessment -- program assessment instruments will be developed and used to measure student's reactions to their training.
   b. Process Evaluation -- faculty rating scales and data from other process evaluation techniques will be used to measure the effectiveness of the instructional components of the program.
   c. Outcome Evaluation -- participant grade sheets, samples of their written assignments, and reactions of the instructional staff to how participants are performing.

9. PRODUCTS: None

10. DESCRIPTORS:

    Preservice Programs
    Mildly Handicapped

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
6	Regular Education Teachers (vocational)		30-45	3,4	1,2,3,4,5, 6,7,8,11	1,2,3,6	3,1	1,3,4,6,11	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Connecticut

ABSTRACT

1. TITLE: Program Assistance Grant: Handicapped Personnel Preparation -- Special Study Institutes.

2. SPONSORING AGENCY: SEA

3. GRANT NUMBER: G008101988

4. CONTACT PERSON(S):

Janice Frost
Special Education Resource Center
275 Windsor Street
Hartord, Connecticut 06120
(203) 246-8514

David Murphy
Connecticut State Department
of Education
Bureau of Student Services
P.O. Box 2219
Hartford, Connecticut 06115
(203) 566-7692

5. DESCRIPTION:

Educators, including those in vocational/technical schools, administrators, guidance counselors, social workers, special education, and other related support service personnel, will be trained to incorporate the career/vocational education needs of the handicapped child into the Individualized Education Program (IEP) through a ten-session institute.

6. MAJOR OBJECTIVES:

a. To develop expertise in career and vocational programming for primary, intermediate, high school, and post high school special education students.
b. To tailor special education programming in career and vocational education to the needs of learning disabled, emotionally disturbed, and mentally retarded students.
c. To utilize facilities, personnel, and resources appropriate to career and vocational education for the handicapped.
d. To effectively write measurable goals and objectives dealing with career and vocational education to be included in Individualized Education Programs.
e. To fulfill the mandates of the Individualized Education Program for handicapped students while providing meaningful career and vocational education.
f. To make meaningful career and vocational placement decisions as members of planning and placement teams.

g. To insure that functional, useful skills will be included in the Individualized Education Program thereby developing marketable skills and better self images because of this programming.
h. To expose students to career and vocational education much earlier in their school careers, thus maximizing success.

7. DISSEMINATION: None

8. EVALUATION:

Evaluation includes a rating of the institute by all participants and staff, as well as a formal evaluation by an outside evaluator.

9. PRODUCTS: None

10. DESCRIPTORS:

Personnel Preparation
Vocational/Career Education
Handicapped

Connecticut

ABSTRACT

1. TITLE: Program Assistance Grant: Handicapped Personnel Preparation -- Special Study Institutes.

2. SPONSORING AGENCY: SEA

3. GRANT NUMBER: G008101988

4. CONTACT PERSON(S):

Janice Frost
Special Education Resource Center
275 Windsor Street
Hartford, Connecticut 06120
(203) 246-8514

David Murphy
Connecticut State Department
of Education
Bureau of Student Services
P.O. Box 2219
Hartford, Connecticut 06115
(203) 566-7692

5. DESCRIPTION:

Secondary level regular and special educators will be trained in the development of career and vocational-oriented curricula for the handicapped through a regionalized institute.

6. MAJOR OBJECTIVES:

a. To make all instructional matter more personally relevant to a career development theme.
b. To develop a clear understanding of the roles of special educators, regular class personnel, and community personnel (e.g., business, Connecticut Employment Services, Division of Vocational Rehabilitation).
c. To prepare students completing secondary school with the knowledge and skills to become employed or to pursue further training.
d. To develop work/study programs at the secondary level.
e. To create a greater awareness of those academic skills, meaningful work values, and good work habits necessary for vocational competency.
f. To increase teacher attention toward guidance, counseling, and instruction to help students develop realistic self-concepts and career-related attitudes and skills.

7. DISSEMINATION: None

8. EVALUATION:

Evaluation includes a rating of the institute by all participants and staff as well as a formal evaluation report by an outside evaluator.

9. PRODUCTS:

Formal evaluation report.

10. DESCRIPTORS

Personnel Preparation
Vocational/Career Education
Handicapped

Connecticut

ABSTRACT

1. TITLE: Program Assistance Grant: Handicapped Personnel Preparation -- Special Study Institutes.

2. SPONSORING AGENCY: SEA

3. GRANT NUMBER: G008101988

4. CONTACT PERSON(S):

Janice Frost
Special Education Resource Center
275 Windsor Street
Hartford, Connecticut 06120
(203) 246-8514

David Murphy
Connecticut State Department
of Education
Bureau of Student Services
P.O. Box 2219
Hartford, Connecticut 06115
(203) 566-7692

5. DESCRIPTION:

Teachers, counselors, and diagnosticians in public and private schools will be trained to utilize vocationally-related assessments in working with handicapped children. This institute will be two-fold with training and feedback.

6. MAJOR OBJECTIVES:

a. To familiarize themselves with alternative approaches to vocational assessments.
b. To select, modify, and develop an approach to vocational assessment.
c. To field test their assessment program.
d. To review and discuss differential approaches to vocational assessment through field trips (four trips are anticipated).
e. To review and appraise peer developed assessments.
f. To participate in laboratory activities in the development of assessment programs.

7. DISSEMINATION: Not available.

8. EVALUATION:

Evaluation includes a rating of the institute by all participants and staff and feedback on field testing of assessment procedures.

9. PRODUCTS: None

10. DESCRIPTORS:

Personnel Preparation
Vocational Assessment
Handicapped

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Connecticut

ABSTRACT

1. TITLE: Program to Prepare Professional Personnel in the Education of the Handicapped at Central Connecticut State College.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G008101610

4. CONTACT PERSON: Dr. Michael J. Williams, Chairman
Industrial Arts Education Department
Room C-239
Central Connecticut State College
New Britain, Connecticut 06050
(203) 827-7379

5. DESCRIPTION:

The intention of this project is to develop a competency-based teacher education program that will prepare Vocational Educators, Special Educators, and Career Education (counselors) personnel to work cooperatively in the vocational programming of special needs students. This preparation is to be accomplished through a cross-training approach in which: (1) career educators and special educators take, as part of their undergraduate, certification or graduate program, courses which will enable them to obtain a broader understanding of vocational education, and to identify their role in working with vocational educators who may have students with special needs enrolled in their classes; and, (2) vocational educators and career educators take, as a part of their undergraduate, certification or graduate program, courses which will enable them to develop the techniques and skills necessary for working with special needs students. Throughout the development of this program, emphasis will be placed on the necessity of developing and maintaining a cooperative working relationship between individuals in each of these three areas. To set the example, a project team is composed of representatives from each of the three areas.

6. MAJOR OBJECTIVES:

a. To prepare industrial educators to work with special needs students.
b. To prepare special educators at the secondary level to work more closely with industrial arts and vocational educators in the total educational programming of special needs students.
c. To prepare special educators at the elementary school level to conduct industrial arts (hands-on) activities in their classes in order to facilitate the achievement of objectives which they have established for their special needs students.

d. To prepare career education/counseling personnel to work effectively with vocational, industrial arts, and special educators in the educational programming of special needs students.
e. To prepare industrial educators and special educators, in grades K-12, to be able to conduct career education activities in their classrooms with both regular and handicapped students.

7. DISSEMINATION:

The project intends three levels of dissemination: the state of Connecticut, the seven-state HEW region, and the nation.

The dissemination of information regarding the activities of this project is to be accomplished through submission of project reports to the ERIC system, public presentations at local, regional and national meetings, inservice opportunities for school systems, and through articles in state education association newsletters.

8. EVALUATION:

Evaluation includes direct observation, follow-up questionnaires sent to graduates of the program, and immediate feedback from participants of courses and inservice workshops.

9. PRODUCTS:

The project will provide a model for the cooperative training of vocational education, special education, and career education personnel. Some course outlines and programs are presently available and others will be available September, 1983.

10. DESCRIPTORS:

College Campus
Workshops
Vocational Education Counselors
Special Education
Cross Training
College Courses
Cooperative Relationship

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
30	Resource Teachers		45	2,3,4	1,4,9,11	2,3,7,8,9	3	11	3,4
	Consulting Teachers								
	Special Class Teachers								
30	Regular Education Teachers (vocational)		45	3,4	1-9,11	2,3,7,8,9	3	11	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
5	Counselors		45	3,4	1-9,11	2,3,7,8	3	11	3,4
	Music or Fine Arts Teachers								
	School Boards								
24	Combinations or Teams of Above		6	3,4	9	1,3,5	1,3	11	3,4

District of Columbia

ABSTRACT

1. TITLE: Collaborative Policy Development for the Vocational Education of Handicapped Youth.

2. SPONSORING AGENCY: Private Education Agency

3. GRANT NUMBER: G007900916

4. CONTACT PERSON: Dr. Ronald Howard
National Association of State Boards of Education
444 North Capitol Street, N.W.
Washington, D.C. 20001
(202) 624-5845

5. DESCRIPTION:

The goal of this project is to develop a collaborative model for the development and implementation of policies to provide comprehensive, free appropriate vocational education to all handicapped youth ages 15-21. Six (6) key issues are addressed: interagency cooperation, personnel preparation, funding, service delivery options, program evaluation, and services to Native American and other minority handicapped youth. A total of twenty (20) states will participate. Project activities include regularly scheduled task force meetings, workshops for SEA and LEA personnel, analysis of existing service delivery systems and funding structures (along with specific recommendations for change), and specific policy recommendations.

6. MAJOR OBJECTIVES:

a. To identify recommendations targeted to policy issues for consideration by state boards of education.
b. To assist state departments of education in implementing state board policies.
c. To increase awareness of needs of handicapped youth among members of state boards of education and state departments of education.

7. DISSEMINATION:

A project report will be published and widely disseminated at the end of each year of the 3-year grant. Additional dissemination activities will include:

a. development of inter- and intra-state communication linkages.
b. regional or national workshops for key project participants.
c. development of a resource guide.
d. ongoing technical assistance via mail and/or Watts line.
e. presentations to state boards of education, state departments of education, and national level conferences.

8. EVALUATION:

A modified discrepancy evaluation model has been designed to evaluate project objectives and sub-objectives.

9. PRODUCTS:

The project will provide project reports (3 total), resource guide, and a policy development and implementation model.

10. DESCRIPTORS:

Consultation
Policy Analysis
Policy Development
Policy Implementation

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
NA	Combinations or Teams of Above								

District of Columbia

ABSTRACT

1. TITLE: Program Assistance Grant: Non Categorical Vocational/ Special Education Teacher Program.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G008001028

4. CONTACT PERSON: Dr. Robert N. Ianacone, Coordinator
Vocational/Special Education Teacher Program
George Washington University
2201 G Street, N.W.
Washington, D.C. 20052
(202) 676-7328

5. DESCRIPTION:

The Vocational/Special Education Teacher Program addresses the need to provide proficiently-trained personnel who assist handicapped individuals bridge the gap between education and the employment sector. This 39-hour Master's degree sequence involves four levels of personnel preparation which meet the career/vocational needs of handicapped youth. The first two levels are the secondary resource room and the regular classroom teachers who serve as classroom-based and self-contained resources in direct service roles. The third is the vocational/special education specialist who serves as a work-study/job development coordinator in a primarily indirect role. Finally, the vocational/special education interdisciplinary liaison serves in leadership positions in federal and state agencies, advisory and consumer training groups, and in labor and industry.

6. MAJOR OBJECTIVES:

a. To train quality educators to provide least restrictive services in the programming areas of assessment, individual education programming, prevocational education, prevocational enabling skill development, supportive vocational education, functional life skills and academics, interdisciplinary planning and cooperation, curriculum development, materials development and instructional methodology, behavior control and classroom management techniques, work-study and community placement procedures, and legislative implications and compliance.

7 DISSEMINATION:

Information has been disseminated through a variety of effective modes. Written degree plans, general information, workshops, demonstrations, panels, speeches, and research have flowed in progression from the local area of Washington, D.C., Virginia, and

Maryland and through our Special Education Department's Mid-Atlantic Regional Resource Center to Delaware, West Virginia, North Carolina, Tennessee, and Kentucky. General program information has been also disseminated through student practica, student internship placements, field visits, program graduates, local county staff bulletins, regional meetings, state conventions, national conventions, general information mailouts, and university mailouts. A limited number of program products are available for requesting agencies. Appearances and presentations at local, state and national conferences, and other professional organization conventions have served as a culmination of program activities.

8. EVALUATION:

The process of evaluation in the Vocational/Special Education Teacher Program is ongoing, from the first meeting after admission until a three-year annual follow-up after graduating from the university. Input, process, and product assessment occurs at course and program levels. Course evaluation involves competency pretest, midterm/final course evaluations, and instructor/student meetings. Program evaluation involves selective trainee participation, final student/field program evaluations, advisory committee review, outside consultant review, and follow-up of past graduates.

9. PRODUCTS:

This project is providing a model teacher training program in Vocational/Special Education. In addition, students in the program are expected to contribute in some manner to expand the knowledge and awareness in the field. A number of documents and articles have been developed by our students through our programs. A list of these publications and training program information is available upon request.

10. DESCRIPTORS:

Teacher Training
Vocational/Special Education Personnel Preparation

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
FT 10 PT 20	Resource Teachers		784	3,4	1,3,4,5, 6,7,8,9, 10,11	6,8,9 2,3	1,3	11	1,3,4
FT 6 PT 6	Consulting Teachers		784	4,5	1,3,4,5, 6,7,8,9, 10,11	6,8,9 2,3	1,3	11	1,3,4
FT 7 PT 9	Special Class Teachers		784	3,4	1,3,4,5, 6,7,8,9, 10,11	6,8,9, 2,3	1,3	11	1,3,4
FT 5 PT 5	Regular Education Teachers		784	3,4	1,3,4,5, 6,7,8,9, 10,11	6,8,9,	1,3	11	1,3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

FT = Full Time PT = Part Time

District of Columbia

ABSTRACT

1. TITLE: Comprehensive Vocational Education for All Handicapped Persons: Training Advisory Council Members and Other Key State and Local Representatives.

2. SPONSORING AGENCY: Non-profit agency

3. GRANT NUMBER: G008000941

4. CONTACT PERSON: Jane Ann Razeghi
Education Coordinator
American Coalition of Citizens
With Disabilities
1200 15th Street, N.W.
Suite 201
Washington, D.C. 20005
(202) 785-4265

5. DESCRIPTION:

The overall goal of this project is to conduct state training conferences for those individuals on advisory committees who are in key positions of influence in each target state regarding the implementation of comprehensive vocational education for all handicapped students. Over a two-year period, six (6) conferences will be held and over two hundred (200) persons will be trained. Because each state's needs vary, each state conference may focus on slightly different topics depending on the nature and the needs of each state.

6. MAJOR OBJECTIVES:

a. To develop a conceptual advisory council model for both urban and rural states that can be implemented to assist in a continuous coordination of the delivery of appropriate vocational education.
b. To develop a training program to instruct the various types of advisory council members, who represent the interests and the concerns of handicapped individuals, on appropriate vocational education for the disabled.
c. To implement and field test the training package to determine its applicability and feasibility for state and local, urban and rural settings.

7. DISSEMINATION:

National visibility and dissemination of the project efforts will be provided through existing newsletters (American Vocational Association, Council for Exceptional Children, Division of Career

Development, National Association of Vocational Special Needs Personnel, etc.), conventions, articles, and a final evaluation report.

8. EVALUATION:

Two types of evaluation strategies will be used: on-going and summative. Pre-post measures of the advisory council members' knowledge regarding vocational education for handicapped students will be undertaken. The pre-training profiles will assist us in developing the training objectives which will be reviewed by the state/local advisory committees.

9. PRODUCTS:

a. A monograph entitled,"Handbook on Including Handicapped Individuals in Vocational Education: A Guide For Advisory Council Members."
b. A resource guide which outlines the resources and programs which successfully included handicapped students for each of the six states.
c. Producing conference proceedings for each state's training conference.
d. Compiling an annual project report.

10. DESCRIPTORS:

State Training Conferences
Vocational Education
Advisory Council Model

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers (vocational)								
	Clinicians/Therapists								
200	Volunteers/Advisory Council Members	X	16	4,5	1,11	1,2	1	11	
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Florida

ABSTRACT

1. TITLE: Preparation of Professional Personnel in Special Education.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007901317

4. CONTACT PERSON: Dr. Stuart E. Schwartz
Department of Special Education
University of Florida
Norman Hall, G315
Gainesville, Florida 32611
(904) 392-0702

5. DESCRIPTION:

The project's goal is to train professionals on the master's and post-master's level. There are two major areas of emphasis:

a. General Special Education Training
b. Vocational/Career/Special Education Training

Students are encouraged to specialize in one of these areas and to develop competencies in the other areas. Master's students' programs reflect diagnostic-resource, as well as developmental content. The post-master's programs reflect a cross-categorical emphasis. The following objective reflects the vocational component of this grant.

6. MAJOR OBJECTIVES:

a. To produce quality classroom teachers, educational diagnosticians, supervisors, administrators, teacher trainers, researchers, and other leadership and support personnel in vocational/career/special education.

7. DISSEMINATION:

The graduates from the vocational/career/special education program will serve as classroom teachers, consultants, administrators, researchers, and college-level teachers.

8. EVALUATION:

Follow-up data are collected on the positions held by graduates. Program evaluation is also accomplished via the follow-up study.

9. PRODUCTS:

The major products of the project are professional educators in the area of vocational/career/special education. The emphasis is on curriculum planning and teacher training for secondary-level special education students.

10. DESCRIPTORS:

Teacher Training
Administration
Special Education
Career Education
Vocational Education

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
*8	Administrators/ Supervisors	X		2-5	11,9,10 1,4,5,7	7	3	11	
	Paraprofessionals								
2	Resource Teachers	X		2-4	11,1-9	2	3	1,3,4,6,9	
2	Consulting Teachers	X		4	11,1-9	2	3	1,3,4,6,9	
6	Special Class Teachers			2-4	11,1-9	2	3	1,3,4,6,9	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Teacher Training

Florida

ABSTRACT

1. TITLE: Vocational Education for the Handicapped Certificate Program.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007900964

4. CONTACT PERSON(S):

Dennis G. Tesolowski, Ed.D.
Associate Professor
Division of Vocational Education
Florida International University
Tamiami Trail
Miami, Florida 33199
(305) 554-3389

Howard Rosenberg, Ed.D.
Associate Professor
Division of Psycho-Educational Services
Florida International University
Tamiami Trail
Miami, Florida 33199
(305) 554-2091

5. DESCRIPTION:

"Vocational Education for the Handicapped" is a non-degree Professional Certificate Program offered through the School of Education. The project represents a cooperative effort between the Divisions of Vocational Education and Psycho-Educational Services. Instruction in the program focuses on training professionals in vocational skill areas to more appropriately serve the needs of handicapped adolescents and young adults. Students who are pursuing, or have completed, either Florida Teacher Competency and Certification, or the Bachelor's or Master's degree in vocational education or special education, are encouraged to enroll in this professional certificate program. Program competencies were selected to enhance professionals' knowledge, skills, and attitudes in the following roles: instructional, diagnostic-prescriptive, behavior management, advocacy, referral agent, and counselor. These professional roles are represented by 124 competencies which are offered in 6 courses or 18 semester courses and 2 are electives.

6. MAJOR OBJECTIVES:

a. To meet the needs of handicapped citizens by providing appropriately trained professionals in vocational skill areas.

b. To utilize existing university facilities and local agencies in a cooperative effort to solve problems related to the gainful employment and independent living of handicapped individuals.
c. To provide a competency-based teacher training program in the area of vocational education for the handicapped, which may eventually be duplicated by other training facilities.
d. To allow students, who may or may not be employed as full-time teachers, to complete the certificate program as non-degree seeking students.
e. To provide an impetus for further teacher training and eventually for a state certification or endorsement in vocational education for the handicapped.
f. To train vocational and special education teachers to work together in a more cooperative manner.
g. To assist vocational and special education teachers in their development of methods to provide a variety of vocationally-related supportive services to special needs students in their classrooms.

7. DISSEMINATION:

Information generated through the project will be disseminated at four levels. The project works to inform Dade, Broward, and Monroe counties, the State of Florida, states within the Southeast region, and the nation as a whole.

Dissemination activities include manuscript publications in state and national journals; professional presentations at state, regional, and national and international meetings; progress reports; and, inservice opportunities through teacher education center activities, public and private school districts, and community agencies.

8. EVALUATION:

Evaluation of this project focuses on actual positive benefit outcomes and the measurement of perceived attainment of program competencies. The project has been respectively concerned with the occupational status of past graduates and the number of handicapped students they are serving, as well as the students' self-ratings and the project director's ratings of the students' performance.

9. PRODUCTS:

This project will provide a model for preparing vocational and special educators to provide services to vocationally-oriented special needs students. A combination inservice and preservice certificate program training design will be available.

Rosenberg, H., & Nathanson, D. Vocational education for the handicapped: A competency-based teacher-training model. Florida Vocational Journal, 1978, 3 (8), 29-31.

Rosenberg, H., & Tesolowski, D. G. Assessment of critical vocational behaviors. Career Development for Exceptional Individuals, 1982, 5 (1) (In Press).

Rosenberg, H. & Tesolowski, D. G. Preparing professional educators to be advocates for vocationally-oriented special needs students. Education and Training of the Mentally Retarded, 1980, 15 (2), 132-138.

Tesolowski, D. G., Jarecke, W. H., & Halpin, G. Normalizing clients' attitudes and knowledge about the world of work. Journal of Applied Rehabilitation Counseling, 1980, 11, 196-199.

Tesolowski, D. G. Job Readiness Training Curriculum. Menomonie, Wisconsin: Materials Development Center, Stout Vocational Rehabilitation Institute, 1979.

Tesolowski, D. G., & Rosenberg, H. An alternative for planning individualized vocational education: The Florida International Diagnostic-Prescriptive Vocational Competency Profile. Journal for Vocational Special Needs Education, 1982, (4) 2 (In Press).

Tesolowski, D. G., & Rosenberg, H. Program evaluation: Designing and implementating a model. Journal for Vocational Special Needs Education, 1979, 1 (3), 8-15.

Tesolowski, D. G., & Rosenberg, H. Student competency evaluation form used in the "Vocational Education for the Handicapped Professional Certificate Program." Program Evaluation Resources. Kalamazoo, Michigan: The Evaluation Center, 1980.

Tesolowski, D. G., Rosenberg, H., & Hammond, M. U. Interagency cooperation through organizational advocacy. Journal for Vocational Special Needs Education, 1980, 3 (1), 12-14; 17; 23.

Tesolowski, D. G., Rosenberg, H., & Hammond, M. U. Interagency cooperation through organizational advocacy. Vocational Evaluation and Work Adjustment Bulletin, 1980, 13, 104-108 (Reprinted with Permission).

10. DESCRIPTORS:

Vocational Mainstreaming
Cross-training
Teacher Advocates
Assessment
Modified Instructional Strategies
Facility and Equipment Modification

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
9	Special Class Teachers		range 200 to 300	3,4	1,2,3,4,5, 6,7,8,9,11	2,3,5,6, 7,8,9	3,1	1,2,3,4	1,4
10	Regular Education Teachers (vocational)		range 200 to 300	3,4	1,2,3,4,5, 6,7,8,9,11	2,3,5,6 7,8,9	3,1	1,2,3,4	1,4
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Georgia

ABSTRACT

1. TITLE: Training Personnel For Education of the Handicapped

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007900945

4. CONTACT PERSON: Dr. Frances M. Duncan
School of Education
Columbus College
Columbus, Georgia 31907
(404) 568-2251

5. DESCRIPTION:

This project is funded to train teachers of the handicapped specifically in the areas of the behavior disordered, the learning disabled, and the mentally retarded, as well as the interrelated teacher. The training program includes coursework leading to the Master of Education and T-5 certification, and/or inservice education for renewal of certification or adding special education certification to an existing certificate. The Columbus College training area encompasses counties within approximately a 75-mile radius of the campus. The grant is funded to provide for stipends for teachers taking courses in the above-mentioned programs, as well as providing three graduate assistantships, and two graduate assistantships supported by the college. The graduate assistantships are for the calendar year for which the grant is funded.

6. MAJOR OBJECTIVES:

a. To encourage regular classroom teachers to enroll in courses in special education in order to increase their understanding of the needs of exceptional children.
b. To train teachers of the handicapped in the most effective methods and materials for enhancing learning in specific areas of exceptionality and in commonalities among them.
c. To provide for administrators a practical seminar in the needs and responsibilities of P.L. 94-142.
d. To provide a Summer Laboratory School in cooperation with the LEA for special education students.

7. DISSEMINATION:

The project covers the Columbus College training area of counties within a 75-mile radius of the campus. The area includes the city of Columbus and eighteen surrounding counties which are predominantly rural. Information is disseminated through mail-outs to the LEA's, through the Cooperative Education Service Agencies, through Columbus College Continuing Education, and through local professional meetings.

8. EVALUATION:

Evaluation is accomplished by:

a. Completion of program objectives.
b. Employer evaluations of graduates from the program.

9. PRODUCTS:

Competent, innovative, sympathetic, goal-oriented special educators and regular classroom teachers and administrators.

10. DESCRIPTORS:

On-site Experiences
Cooperation
Communication
Inservice Education

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
50	Administrators/ Supervisors		8	5	1	1,2,8	3	11	
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
13	Special Class Teachers		60/5 Qtr. hrs. credit	1,2 3,4	1,2,3,4, 5,6,7,8, 9,10,11	2,5,6 7,8,9	1,3	1,2,3,4,11	
100	Regular Education Teachers		5 Qtr. hrs. credit	1,2 3,4	1,2,3,4, 5,6,7	2,3	1,3	11	
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Georgia

ABSTRACT

1. TITLE: Preparation of Personnel for Education of the Handicapped.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007901229

4. CONTACT PERSON: Dr. Robert Freeman
Program for Exceptional Children
Georgia Southern College
Statesboro, Georgia 30460
(912) 681-5596

5. DESCRIPTION:

This project intends to prepare regular education, vocational education teachers to have an understanding of the characteristics of Mental Retardation (MR), Learning Disabled (LD), and Behavior Disordered (BD) children, and methods appropriate to work with the above categories, and mesurement techniques to use in the assessment of these categories of exceptional children. In addition, the project intends to prepare teachers of exceptional children in the categorical areas of MR, LD, and BD to have a basic understanding of vocational education and the methods of exceptional children. The teachers are prepared by allowing a vocational education teacher pursuing a M.Ed. in Voctional Education to insert 1, 2, or 3 special education courses in his M.Ed. Program with the advice and consent of his adviser. These fees for the courses are paid for from the grant. The teachers in special education are prepared by allowing them to insert 1, 2, or 3 courses in vocational education in their M.Ed. degree program with the advice and consent of their adviser, and these three courses are paid for by the grant.

6. MAJOR OBJECTIVES:

a. To increase among regular vocational education teachers positive attitudes towards exceptional children and knowledge of different handicapping conditions and methods of assessment and teaching of exceptional children.
b. To increase among special education teachers a better understanding of methods of vocational education among exceptional children.
c. To increase among special education teachers a better understanding of problems of regular vocational education teachers having exceptional children in their classroom, and to promote a more harmonious atmosphere with regular education teachers.

7. DISSEMINATION:

Dissemination activities include direct observation of results of intervention.

8. EVALUATION:

Evaluations are included in the measurement of the objectives as listed in the major objectives.

9. PRODUCTS:

Staff is in the process of constructing measurement instruments to measure major objectives.

10. DESCRIPTORS:

Teacher Preparation
Education of the Handicapped
Special Education

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
25	Special Class Teachers		60+	1,2,3, 4,5	1,2,3,4, 5,6,7,8, 9,10,11	2,8,9	3,4	11	3,4
15	Regular Education Teachers		60+	4,5	1,2,3,4, 5,6,7,8, 9,10,11	2,8,9	3,4	11	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Georgia

ABSTRACT

1. TITLE: Program Assistance Grant: Training Personnel for the Education of the Handicapped.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007901244

4. CONTACT PERSON: Dr. Phil McLaughlin
549 Aderhold
The University of Georgia
Athens, Georgia 30602
(404) 542-1685

5. DESCRIPTION:

The VCEH program concentrates on preservice and inservice training of special educators and support personnel for special education. There are two principle goals: first, to improve the quality of vocational/career education personnel educating the handicapped; and second, to increase the supply of vocational/career education personnel educating the handicapped. To meet these two goals, special and vocational education personnel are prepared to work cooperatively in providing vocational/career education programs for the handicapped.

6. MAJOR OBJECTIVES:

a. To prepare and/or modify vocational programs for handicapped individuals.
b. To deliver career education needed to prepare handicapped individuals for entering vocational programs.
c. To teach, and to assist, handicapped individuals in using decision-making skills in making realistic occupational choices.
d. To deliver vocational training (specific job skills) to handicapped individuals.
e. To deliver any further instruction handicapped students need as they make the transition from the school vocational/career education programs to full-time jobs.

7. DISSEMINATION:

Many products are disseminated. They range from needs assessment results to resource guides on instructional programs and a monograph based on the activities for the three-year period. Also disseminated are products through convocations like conferences, workshops, and institutes.

8. EVALUATION:

The project evaluates the extent to which the two principle goals of the program are achieved. Two kinds of evaluation are conducted. One kind is evaluating results. The other is evaluating procedures. The specific assessment questions asked, the methodology to collect the data, and the kinds of data collected are specified by the project.

9. PRODUCTS:

Curriculum Guides

Vocational curriculum for severely handicapped students, 1979, 202 pages (available from Northeast Georgia, CESA, 375 Winter Street, Winterville, GA 30683).

Vocational Curriculum for visually impaired students, 1979, 268 pages, (available from the Georgia Academy for the Blind, 2895 Vineville Avenue, Macon, GA 31204).

Secondary career education curriculum for handicapped students in Glynn County, (available from the Glynn County Special Education Department, Glynn County Schools, Brunswick, GA 31520).

Papers

Prevocational assessment and programming for visually impaired students, CEC, 1980. ERIC Document, ED 187 051.

Vocational diagnostic services for the handicapped, CEC, 1981.

Bibliographies

Perspectives on secondary programming for the handicapped, 1980.

Curriculum development for secondary programs for the handicapped, 1980.

10. DESCRIPTORS:

Vocational/Career Education
Preservice Training
Inservice Training

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
3	Administrators/ Supervisors		176*	5	11	2,3,5,6, 7,9	1,3	1,2,3,4,5, 6,8,11	3,4
15	Paraprofessionals		176*	2,3,4	11	2,3,5,6, 7,9	1,3	1,2,3,4,5, 6,8,11	3,4
15	Resource Teachers		176*	2,3,4	11	2,3,5,6, 7,9	1,3	1,2,3,4,5, 6,8,11	3,4
	Consulting Teachers								
12	Special Class Teachers		176*	2,3,4	11	2,3,5,6, 7,9	1,3	1,2,3,4,5, 6,8,11	3,4
10	Regular Education Teachers (vocational)		176*	3,4,5	11	2,3,5,6, 7,9	1,3	1,2,3,4,5, 6,8,11	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*four 5 quarter hour courses

Georgia

ABSTRACT

1. TITLE: Program Assistance Grants: Prevocational Teachers and Career Coordinators of the Mildly Handicapped.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007900960

4. CONTACT PERSON: Dr. Wayne L. Sengstock
Department of Special Education
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 658-2310

5. DESCRIPTION:

The purpose of this project is to train Prevocational Teachers (PVT's), Prevocational Coordinators (PVC's), and to provide the additional training for Related Vocational Instructional Teachers (RVI's) for the adolescent mildly handicapped. Students prepared as PVT's or RVI's will receive an M.Ed. in Special Education. Those individuals receiving preparation as PVC's will be awarded an M.Ed. or Ed.S. The role of the prevocational educator or RVI, as conceptualized in this program, is that of career educator, work evaluator, and job coordinator. The teacher will strive to create learning situations in which the student experiences the processes of developing career awareness and career placements. As the teacher meets a student, it is his/her function to give immediate assessment along the dimensions of academic skills, vocational skills, social-emotional skills, daily living skills, school teacher attitudes, and career goals. The teacher's goal is to increase the competence of students at all levels. At the later stages the teacher does intensive work evaluation, work sampling, and job interviewing so the student can simulate the activities of job seeking with its concomitant problems. In many communities the teacher also acts as a work-study coordinator, locating jobs within the community and placing students on the job. The RVI teacher is also responsible for providing instruction of a vocational nature that is directly related to the skills being developed in the regular vocational education program. The program employs skills and coursework from the Department of Vocational and Career Development. In Georgia, the RVI Program was conceptualized as a result of a mandate from Public Laws 94-142 and 94-482. In compliance with this legislation, and a statewide commitment to more adequately serve the handicapped youth of this state, this program requires a joint effort between representatives of special and vocational education. Basic training to become RVI's is given by Georgia Southern University during summer school workshops.

These workshops do not lead to a degree, but the coursework provided in these workshops can be applied to an MA degree at Georgia State University.

6. MAJOR OBJECTIVES:

a. To train PVT's to work in high schools and with business and industry to facilitate employment/recreation and other appropriate adjustment services for the mildly handicapped.
b. To train PVC's to assume responsibility for coordinating and administrating secondary programs for the mildly handicapped.
c. To provide additional training for RVI teachers who act as liaison between vocational education, special education, and regular education to improve the career education potential of students.
d. To prepare teachers to provide handicapped youth with the pertinent personal, social, and vocational skills required to promote the transition from the school setting to the world of work and successful independent living.

7. DISSEMINATION:

The project intends three levels of dissemination: in Georgia, the Fulton County, Clayton County, DeKalb County, Gwinnett County, Rockdale County, and Atlanta School Systems presently operate programs for PVT's and employ PVC's. Georgia State University Department of Special Education helped to organize the Association for Coordinators of Secondary Special Education programs in the Metro Atlanta area. During the school year the metro area coordinators meet each month with our program personnel to share ideas, solve problems, and generally help one another to improve their programs. Teaching units developed in this program have been disseminated to Georgia Learning Resource Service Centers so that they are available to all high school programs for the handicapped in the state.

8. EVALUATION:

The internal evaluation will consist of course assessment of program competencies in which the student must achieve a minimum grade of "B," successful performance in a planned practicum, and successful completion of the M.Ed. comprehensive examination. The external evaluation will consist of the students' self-evaluation of their own attainments throughout the program, as well as a summary evaluation of the program's effectiveness in preparing them for their employers during their first year of employment. The external evaluation also includes the inspection of an Advisory Committee which consists of state department of education personnel, local administrators and teachers, and university personnel. The Advisory Council assists the program director in extending evaluation strategies and modifying course requirements to insure

the graduates' maintenance of the competencies required in an area undergoing constant change and development.

9. PRODUCTS:

The following teaching units have been developed for dissemination:

Marriage and Family Living Education
Engaging in Civic Activities
Buying and Preparing Foods
Buying and Making Clothes
Personal Needs
Community Mobility
Managing Family Finances
Acquiring Self Confidence
Communicating Adequately With Others
Seeking, Securing, and Maintaining Satisfactory Employment
Exhibiting Appropriate Work Behaviors
Developing Necessary Physical-Manual Skills and Tolerances
Achieving Independence
Recreation and Leisure
Selecting and Planning Occupational Choices
Socially Responsive Behavior
Choosing, Developing, and Maintaining Appropriate Interpersonal Relationships
Achieving Decision-making Skills
Knowing and Exploring Occupational Possibilities
Self-Awareness
Selecting, Managing, and Maintaining a Home

10. DESCRIPTORS:

Degree Program
Prevocational Teachers
Career Coordinators
Mildly Handicapped
Inservice Training

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
NA	Administrators/ Supervisors			5	1,2,3,4, 5,6,7,8, 9,10,11	2,6,7, 8,9	1,3	1,3,4	
	Paraprofessionals								
NA	Resource Teachers			4	1,2,3,4, 5,6,7,8, 9,11	2,4,6, 7,8,9	1,3	1,3,4	
	Consulting Teachers								
NA	Special Class Teachers			4	1,2,3,4, 5,6,7,8, 9,11	2,4,6 7,8,9	1,3	1,3,4	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Hawaii

ABSTRACT

1. TITLE: Program Assistance Grant: Special Education Teacher Preparation in Hawaii.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G00801458

4. CONTACT PERSON: James A. Apffel
University of Hawaii/Manoa
244 Dole Street
Honolulu, Hawaii 948-7956
(808) 948-7956

5. DESCRIPTION:

The program component has been designed to train preservice and inservice personnel involved in special education and related fields, in specific competencies relating to the education/training of secondary handicapped individuals. The courses and field work provide the students the opportunity to develop skills in curriculum selection/adaptation, behavior management, assessment, and delivery techniques specific to an adolescent population. An emphasis is placed upon an interdisciplinary approach to providing services for secondary students. All individuals enrolled in the component are exposed to a variety of secondary models and to all categories of handicapped individuals.

6. MAJOR OBJECTIVES:

a. To train students to identify appropriate assessment instruments, interpret results, and develop a learner profile from the data.
b. To train students to identify available resources within both the school and community to attain services for special needs adolescent learners.
c. To train students to effectively review an existing curriculum, and suggest appropriate modifications for specific adolescent learners.
d. To train students to demonstrate use of appropriate instructional techniques.
e. To train students to discuss the legal basis for vocational/career education of special needs students.

7. DISSEMINATION: None

8. EVALUATION:

Part of Program Assistance Grant program evaluation plan (Discrepancy Evaluation Model).

9. PRODUCTS:

Graduates are awarded Hawaii Special Education Teacher Certification.

10. DESCRIPTORS:

Secondary Level Special Education
Career Education
Vocational Education
Special Needs
Teacher Training

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
*	Resource Teachers		45	4	1-11		3	1-5	
*	Consulting Teachers		45	4	1-11		3	1-5	
*	Special Class Teachers		45	4	1-11		3	1-5	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*3-5 per year combination of roles.

Illinois

ABSTRACT

1. TITLE: Personnel Preparation Program

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007901277

4. CONTACT PERSON: Dr. John Jacobs
Department of Special Education
Buzzard Education Building
Eastern Illinois University
Charleston, Illinois 61920
(217) 581-5315

5. DESCRIPTION:

The purpose of this project is to develop and implement an inservice course on Vocational Programming for handicapped students. The project is designed to accommodate approximately 120 inservice teachers in the course, and it is estimated that these teachers will impact on 2,400 handicapped learners in Illinois. The grant will support student tuition and stipends, as well as course development and evaluation. Eastern Illinois University will pay for the instruction. A final report of the grant will include the prototypic course and relevant evaluations.

6. MAJOR OBJECTIVES:

a. To develop an inservice couse on vocational programming for the handicapped that is deliverable to the field.
b. To evaluate the impact of the course on services to secondary handicapped learners.
c. To disseminate the results of the project.

7. DISSEMINATION:

The results of the project will be disseminated through the (a) Eastern Illinois Area of Special Education Inservice newsletter, (b) the Illinois Secondary Handicapped Consortium, (c) the Illinois DAVTE Catalyst project, (d) the Office of Special Education, Department of Education, and (e) professional meetings and conferences. The primary target audience will be secondary teachers and administrators in the Eastern Illinois University service area, as well as the rest of Illinois.

8. EVALUATION:

The results of a recent survey by the Illinois Secondary Handicapped Consortium for the service area surrounding E.I.U.

will be utilized as a base for evaluating change in the services available to secondary handicapped learners in the project area. A questionnaire will be mailed out to all directors of special education and occupational education coordinators listed by the Illinois Office of Education. The results will be compared to previous survey data. In addition, it is anticipated that regional meetings and direct telephone interviews will also be held with various consumers.

9. PRODUCTS:

The project will produce an inservice course, as well as guidelines for development, implementation, and evaluation of the impact of the course.

10. DESCRIPTORS:

Personnel Preparation
Vocational
Inservice
Handicapped

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
120 over 3 yrs.	Special Class Teachers		45	4	1,2,3,4, 5,6,7,8, 9,10	2	1,3	11	3
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Illinois

ABSTRACT

1. TITLE: Secondary Special Education, Career/Vocational Orientation.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007900907

4. CONTACT PERSON: Gertrude Meyers
Department of Special Education
Northeastern Illinois University
5500 North St. Louis Avenue
Chicago, Illinois 60625
(312) 583-4050 (ext. 8286)

5. DESCRIPTION:

The grant prepares teachers at the secondary level to work with handicapped adolescents. The trainees in this program will earn a master's degree in Special Education in one of several areas: mental retardation, learning disabilities, behavior disorders. The trainees must earn a total of 36 trimester hours to complete the degree program. Core courses which all students are required to take are as follows: Characteristics and Identifying the Handicapped Adolescent, Assessment of the Handicapped Adolescent, Educational Planning for the Handicapped Adolescent, Vocational Theory and Occupation Information, Vocational Planning. All trainees take the required courses for certification in the category of their choice: M.R., L.D., B.D. Trainees are required to complete two practica, one in the community relating to the helping-agencies and their services, and/or making contact with business and industry in preparation for the hiring of handicapped youth; the second is on-site in the classroom with special education students or mainstreamed special education students. Classes are late in the day and evening. Instructors are faculty members and practitioners from the schools. Four trimesters is the minimum for completion of the project.

6. MAJOR OBJECTIVES:

a. To prepare trainees to work with exceptional adolescents at the secondary school level to prepare them for vocations and careers.
b. To develop trainee competencies essential to the fulfillment of Public Law 94-142.
c. To develop trainee competencies essential to the fulfillment of Section 504 of the Rehabilitation Act.
d. To develop trainee competencies essential for the assessment of handicapped adolescents for maximum growth of skills in preparation for vocational career opportunities.

e. To prepare graduates for the following roles: regular classroom teacher, resource teacher, prevocational supervisor, self-contained special educator, Cooperative Work Training Teacher.

7. DISSEMINATION:

a. Dissemination in the Chicago Metropolitan area.
   1. newspapers
   2. brochure distributed to Metropolitan area, schools, and vocational and industrial arts teachers
b. Presentations to professional organizations such as CEC, ACLD, Ill. CEC.
c. Research projects of trainees will be prepared for publication.
d. Publication of research on follow-up of special education students after leaving high school.
e. Selected student papers to be presented to alumni, Advisory Board, and student meeting. Selected papers to be prepared for a UNI Journal.

8. EVALUATION:

Evaluation is based on the Discrepancy Evaluation Model (DEM). The program is evaluated continuously from the viewpoint of the trainees, instructors, practicum supervisors, and employers. Evaluation information will be used to determine that objectives are met and to make modification during the course of the project. Output also will be evaluated to determine trainee impact on their place of employment. Key faculty will be responsible for collecting and assessing evaluation material. Instruments used for evaluation include: student evaluation of instruction for each course, evaluation of advisement and orientation, student evaluation of competencies, evaluation by advisory board, employer evaluation, and post-training evaluation of changes in practice.

9. PRODUCTS:

a. The project will provide a model for training educators to work effectively with handicapped youth.
b. Trainee research projects will be prepared for publication and disseminated. These projects focus on services provided by community agencies for handicapped youth on job market opportunities and demands for handicapped adolescents.
e. Findings from follow-up study of special education students after they leave high school for adaptation to the world of work, emphasis on learning disabled and behavior disordered students. Questionnaire, procedures, and the process will be published. One article has been sent to COUNTERPOINT.
d. Paper presented and prepared for publication to the Division of Career Development, CEC, November 1981, on the research.
e. Paper presented and prepared for publication to the ACLD, March 1982, Models for Teacher Competencies and Parent Cooperation (Career/Vocational Education Strand).

10. DESCRIPTORS:

Regular Education Teachers (Vocational)
Special Class Teachers
Resource Teachers
Supervisors

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
15	Resource Teachers		540	3,4		2,6,7,8,9	1,3,6	1,2,3,4,5	1,2,4,5
	Consulting Teachers								
25	Special Class Teachers		900	3,4	1,2,3,4, 5,6,7,8, 9,10,11	2,6,7,8,9	1,3,6	1,2,3,4,5	1,2,3,4
15	Regular Education Teachers (vocational)		540	3,4	1,2,3,4, 5,6,7,8, 9,10,11	2,6,7,8,9	1,3,6	1,2,3,4,5	1,2,4,5
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
	Parents								
	Physical Educators								
	Psychologists								
8	Counselors		288	3,4	1,2,3,4, 5,6,7,8, 9,10,11	2,6,7,8,9	1,3,6	1,2,3,4,5	1,2,4,5
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Illinois

ABSTRACT

1. TITLE: Leadership Training Institute/Vocational and Special Education

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007900952

4. CONTACT PERSON(S):

Dr. L. Allen Phelps, Project Director
Dr. James P. Greenan, Research and Development Coordinator
Dr. Janet Treichel, Training and Dissemination Coordinator
Department of Vocational and Technical Education
University of Illinois
345 Education Building
1310 South Sixth Street
Champaign, Illinois 61820
(217) 333-2325

5. DESCRIPTION:

In the past five years there has been a renewed national interest in expanding and improving vocational education opportunities for handicapped learners. As a result of federal and state legislation, litigations, and the efforts of various advocacy groups, there has been a significant concern expressed for the need to provide handicapped learners with an appropriate vocational education in the least restrictive environment. In part, to address this concern, the Office of Special Education/Department of Education has funded the Leadership Training Institute project to conduct a series of regional topical institutes for leadership personnel from the fields of vocational education, special education, and vocational rehabilitation. The institutes are designed to: (a) address the implications of recent legislative developments, and (b) assist regional, state, and local leaders in formulating effective policies and guidelines to implement appropriate vocational education opportunities for handicapped individuals. Approximately 150 individuals involved in administrative, planning, and other leadership roles from state education agencies, professional and advocacy organizations, state advisory councils, and institutions of higher education will be selected to attend each regional institute. Several policy research and support activities are conducted as an integral part of the institute series.

6. MAJOR OBJECTIVES:

a. To convene with the national planning and advisory committee to assist in planning and conducting the leadership training activities.

b. To plan, conduct, and evaluate a series of topical institutes which examine selected legislative provisions and related issues and problems of national concern in vocational education for handicapped persons.
c. To produce and disseminate a series of institute and research reports that will provide the field with concept or position papers, exemplary practices, and useful guidelines for addressing major issues, problems, and legislative provisions in vocational education programming for the handicapped.
d. To facilitate communication and interagency cooperation between individuals from different fields and agencies.

7. DISSEMINATION:

The primary vehicle for dissemination is "interchange," a newsletter which is published every other month. At present, 2,000 copies are printed and mailed to leadership personnel throughout the nation in vocational education, special education, and vocational rehabilitation. In addition, several brief articles describing the project have appeared in the journals and newsletters of various national organizations such as the "Liaison Bulletin" of the National Association of State Directors of Special Education. A brochure providing an overview of the project has been prepared and is used in response to general inquiries.

A number of products are being produced. These include: a set of policy papers for each institute, a set of project abstracts of OSE sponsored projects focusing on career and vocational education, and six policy research reports. Approximately 500 copies of these documents will be produced and disseminated to appropriate policy-making personnel.

Presentations describing the LTI project will be made at a number of upcoming national and state conventions including the Council for Exceptional Children, National Rehabilitation Counseling Associates, Association of Children with Learning Disabilities, American Vocational Association, and the American Educational Research Association.

8. EVALUATION:

A set of major evaluation questions concerning institute context, input, process, product, and outcome factors will be drafted for each institute. The sources for obtaining institute evaluation data (e.g., participants, project staff, and presenters) will be included along with the instrumentation. Two faculty advisors and two members of the National Planning and Advisory Committee will serve as an evaluation team for the project. Their responsibility will include delineating and testing a prototype evaluation system for each LTI.

Major evaluation activities consist of collecting: (1) continuous evaluative feedback from the project advisory committee, project

advisors, and OSE personnel, (2) the evaluative reactions of participants and presenters at the conclusion of each LTI, and (3) follow-up technical assistance provided to the State Leadership Teams by the LTI staff. A summative evaluation will be conducted during the 1981-82 year by an external team of evaluators.

9. PRODUCTS:

The 1981-82 LTI products include: a bimonthly newsletter, a set of policy papers for each institute topic, selected policy research reports, a guidelines and best practices series, and a book of model personnel preparation activities. The topics of the policy research studies will be determined from a problem identification study involving the state directors of vocational education, special education, and vocational rehabilitation. Approximately 500 copies of the policy papers and research reports will be produced for dissemination.

10. DESCRIPTORS:

Vocational Education
Special Education
Vocational Rehabilitation
Handicapped
Leadership Personnel

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
106	Combinations or Teams of Above				as determined by needs assessment	small group planning lecture discussion	Leadership Training Institutes	full spectrum	--- 107

Illinois

ABSTRACT

1. TITLE: Illinois State Board of Education Plan for Training Personnel in the Education of the Handicapped.

2. SPONSORING AGENCY: SEA

3. GRANT NUMBER: G008001305

4. CONTACT PERSON(S): Bobbie Reguly/Kay Robinson
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777
(217) 782-6601

5. DESCRIPTION:

During 1980, a regular education training manual entitled The Role and Responsibilities of Professionals Serving Handicapped Children was developed and disseminated to all local inservice providers. The manual, which consists of a series of individual training modules, focuses on the following priority areas which have been developed at different levels for special groups to be trained depending upon the need of the group: effective classroom management techniques, skills for effective communication, the regular educator's role and responsibility in educating handicapped students, skills for team building and team communication, referral processes, interpreting and utilizing assessment reports, assistance in curriculum development, modifications and evaluations, and individualized instruction for handicapped students.

The modules are broken out by priority area as well as by groups to be trained, e.g., school board members, regular teachers, regular support personnel, administrators, special teachers, parents, and paraprofessionals. Within each priority area there are training activities for awareness, knowledge, and skill development. This format allows each local inservice provider to structure training activities based upon the unique needs of the groups to be trained. The manual, which will be expanded during 1981-1982, insures that all LEA's receive consistent information. This approach allows for district flexibility in designing meaningful training opportunities based on local needs.

6. MAJOR OBJECTIVES:

a. To provide for enhanced special education delivery by improving the awareness, attitudes, and/or skill levels of all regular educators in Illinois.
b. To insure that regular educators have access to training opportunities.

7. DISSEMINATION:

The training manual will be disseminated to all LEA inservice providers in the State of Illinois. Additional copies will be available through the National Inservice Network.

8. EVALUATION:

The impact of this project will be evaluated by both the inservice providers and the participants. The evaluation instruments will be included within each module.

9. PRODUCTS:

The project will provide a training model for local inservice providers to assist in designing training activities for regular educators/administrators serving handicapped students.

10. DESCRIPTORS:

Local District
Workshops
Classroom Management
Communication
Teacher Assistance Teams
Individualized Instruction

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Illinois

ABSTRACT

1. TITLE: Vocational Education for the Handicapped.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007901012

4. CONTACT PERSON: Dr. Frank R. Rusch
Bureau of Educational Research
188R Education Building
University of Illinois
1310 South Sixth Street
Champaign, Illinois 61820
(217) 333-4382

5. DESCRIPTION:

The goal of the VEH program is consistent with the primary goal of the Vocational Rehabilitation Act of 1973--to make it maximally possible for handicapped individuals to enter into productive employment when and where possible. Here, productive employment is defined as employment in industry earning at, or better than, a minimum wage. The VEH program is competency based and requires students to enroll in two practica: one in a residential setting, and one in a vocational setting.

6. MAJOR OBJECTIVES:

a. To train 4-6 vocational trainers each year to supervise and provide for the training and placement of moderately/severely handicapped adults.

7. DISSEMINATION:

The project is presented to local, state, regional, and national audiences. Additionally, information regarding the VEH program is sent to over 1,000 persons a year.

8. EVALUATION:

The Department of Special Education at the University of Illinois has a formal program evaluation component. This component has three major foci: (1) validation of standards upon which the program is based, e.g., role descriptions and performance criteria, (b) monitoring of student progress within the program (process evaluation), and (c) follow-up of program graduates (summative evaluation).

9. PRODUCTS:

The program has, upon request, a program description manual.

10. DESCRIPTORS:

Moderately/Severely Handicapped
Teacher Training
Vocational Training and Placement
Adolescents and Adults

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
*4	Paraprofessionals	*	600	5	11	9	1,3	2,4,5	4
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*vocational, trainer

Indiana

ABSTRACT

1. TITLE: Comprehensive Vocational Education for All Handicapped Persons: Preparing Vocational Teachers, Special Education Teachers, and Employers to Use a Combined and Coordinated Approach in the Training and Employment Placement of Handicapped Students.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007901293

4. CONTACT PERSON: Dr. Thomas C. Cooke
Department of Vocational Education
South Campus Courts, Building F
Purdue University
West Lafayette, Indiana 47907
(317) 494-7298

5. DESCRIPTION:

This is a three-year project, started in 1979, designed to actively involve vocational and special education personnel in local school systems with local employers. Pilot teams, trained in the second year to conduct employer workshops at local levels, will participate in the third year as resource persons. Eleven teams of special and vocational educators, trained in the third year, will plan and implement workshops for local employers.

6. MAJOR OBJECTIVES:

a. To provide research data concerning employer and teacher attitudes, competencies, and practices.
b. To provide workshops for special and vocational educators and employers.
c. To develop a system of communication through which employers and schools will be informed of problems, successes, needs, and resources.
d. To increase sensitivity and awareness of the training and employment issues concerning handicapped students.

7. DISSEMINATION:

A final report will be produced and forwarded each year to the appropriate ERIC clearinghouses when approved by the BEH project officers. Members of the project committee will author articles describing various aspects of the project. Program time at state and national meetings of appropriate organizations will be actively sought for the purpose of providing information concerning the project.

8. EVALUATION:

Attitudinal assessment data showing differences between pre-exposure and post-exposure attitudes toward handicapped persons will help to evaluate the significance of the project effort. Follow-up questionnaires from participating special educator/ vocational educator teams will aid in evaluating the university provided workshops. Consultants will be utilized in the summative evaluation.

9. PRODUCTS:

The project will generate three major products: a model for a statewide program which will provide comprehensive career/ vocational education for special needs students as a combined effort of special and vocational educators and employers; attitudinal scales for assessing teacher and employer attitudes toward handicapped persons; and, competency domains and clusters synthesized from existing research of competencies for vocational teachers working with special needs students, identified vocational evaluator competencies, and report of employer personnel needs and practices in Indiana.

10. DESCRIPTORS:

Field-based
Mainstreaming
Assessment
Employment
Competencies

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
11	Special Class Teachers	X	892	4	11	1	3	11	
11	Regular Education Teachers (vocational)	X	892	4	11	1	3	11	
	Clinicians/Therapists								
110	Volunteers/Advisory Council Members		3,520	4	11	1	1	11	
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Indiana

ABSTRACT

1. TITLE: Ball State University Personnel Preparation Project.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007901263

4. CONTACT PERSON: Dale L. Lawver, Chairperson
Department of Special Education
Ball State University
Muncie, Indiana 47304
(317) 285-6771

5. DESCRIPTION:

The project is designed to provide Preservice Training for Preparing Vocational Coordinators of Special Needs/ Handicapped Programs.

6. MAJOR OBJECTIVES:

a. Train Vocational Educators/Special Educators to Plan and Implement Vocational/Career Programs for Special Needs/ Handicapped Youth and Adults.
b. Provide Model Program for Licensure of Vocational Coordinators of Special Needs/Handicapped Programs.

7. DISSEMINATION:

The project intends dissemination through workshops and SEA Vocational Educational Newsletter.

8. EVALUATION:

Evaluation is based upon: employability of graduates, type of positions filled, LEA's feedback on trainees' functioning in system after three months and after nine months, and score on Pre-Graduation Competency Exam.

9. PRODUCTS: None

10. DESCRIPTORS:

Pre-Service Training
Vocational Coordinators
Handicapped

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
4	Special Class Teachers	X	288	4	11	1	3	11	
4	Regular Education Teachers	X	288	4	11	1	3	11	
	Clinicians/Therapists								
40	Volunteers (Employers)		1,280	4	11	1	1	11	
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Indiana

ABSTRACT

1. TITLE: Program Assistance Grant: Master's Component in Career/Vocational Education

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007901566

4. CONTACT PERSON: Dr. Patricia L. Sitlington
Smith Research Center, Room 170
2805 East Tenth Street
Bloomington, Indiana 47405
(812) 335-5847

5. DESCRIPTION:

This project is designed to train personnel to work with mildly and moderately handicapped adolescents in the least restrictive environment. These trainees will fulfill roles as itinerant, resource, and self-contained special education teachers (with a strong emphasis in career education programming) or as vocational special needs personnel. Students will receive training through a master's or graduate level certification program and will emphasize either the classroom teacher or vocational special needs component in their elective coursework and practicum. Integration of secondary career/vocational programming content into the existing undergraduate training program is also planned. The target population of this program is teachers currently in the public schools. In order to reach this population, master's coursework will be offered in the Bloomington and Indianapolis areas. Activities of this project are closely linked with those of a state-funded vocational special needs grant in the Vocational Education Department. One of the aims of both projects is to develop a vocational special needs training component at the master's level in which both vocational and special education trainees can enroll as part of their master's level preparation.

6. MAJOR OBJECTIVES:

a. To train students who will be capable of articulating and documenting the current trends and issues in special education and characteristics of adolescent handicapped students.
b. To train students to assess and individualize instructional programs.
c. To train students to manage behavior.
d. To train students in consultation skills.
e. To train teachers capable of providing vocational programming/career planning for handicapped adolescents.

f. To identify specific competencies under each of the five training objectives (a through e).
g. To establish a delivery system within the University.
h. To establish a delivery system within the field.
i. To disseminate information in the competencies and model.

7. DISSEMINATION:

The immediate target population for the program is the service area of Indiana University which includes areas surrounding Bloomington as well as the Indianapolis metropolitan area. The program, however, will be open to all qualified Indiana residents as well as applicants from outside the state.

Dissemination activities will be geared to the Indiana University service area, as well as state and national audiences. Such activities will include publication of an informational brochure on the program, presentations at state and national conventions, and writing of journal articles on the program model and content to be developed.

8. EVALUATION:

A responsive evaluation model will be utilized to collect formative and summative evaluation data and ensure that the program remains responsive to trainee needs and changes in the field. The primary focus of the evaluation process will be collection of information regarding: (a) the adequacy of coursework competencies; (b) the attainment of competencies by students; (c) the job performance of graduates of the program; and, (d) the impact of the training program on university and community programs and agencies.

9. PRODUCTS:

The major product of this project will be a program model and competencies geared to the needs of Indiana University trainees, which may be adapted to other university settings. This model will take the form of a joint master's level emphasis in vocational special needs sponsored by the Departments of Special and Vocational Education.

10. DESCRIPTORS:

Career/Vocational Programming
Assessment
Individual Educational Management
Behavior Management
Consultation Skills
Field-Based Programming

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
*	Resource Teachers		**	3,4	all	2,5,6,7,8,9	1,3	1,3,4	
*	Consulting Teachers		**	3,4	all	2,5,6,7,8,9	1,3	1,3,4	
*	Special Class Teachers		**	3,4	all	2,5,6,7,8,9	1,3	1,3,4	
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*This is the beginning of the third year of the training program. There are a total of 40 participants--3 full-time; 37 part-time students.

**Graduate certification program in Special Education is 24 credit hours. Master's program in Special or Vocational Education is 36 credit hours.

Iowa

ABSTRACT

1. TITLE: Program Assistance Grant: One Component for Training Special Education Personnel

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G008000586

4. CONTACT PERSON: Clifford E. Howe, Professor and Chairperson
Division of Special Education
The University of Iowa
N259 Lindquist Center
Iowa City, Iowa 52242
(319) 353-3301

5. DESCRIPTION:

This preservice component of vocational/career education has as its purpose the training of teachers at the post-B.A. level who are better able to deal with the vocational and career needs of handicapped children. A two-course sequence of classroom instruction, and field work in exploring and obtaining job sites, is provided. The sequence is required of teachers at the secondary level in LD and ED. It is recommended but not required of elementary teachers in LD and ED. In addition, former undergraduate students trained in the area of mental retardation when this component was not available may enroll to update their skills. Returning post-master's students also may take the sequence.

6. MAJOR OBJECTIVES:

a. To develop in teachers an understanding of the world of work as it relates to both employer and employee needs on the job.
b. To develop in teacher skills to interview employers and obtain jobs for the handicapped.
c. To develop in teachers the ability to analyze a job for the competencies needed to ensure success in it by the handicapped.
d. To develop in teachers a knowledge of systems that are supportive to adolescent and adult handicapped.
e. To develop in teachers a knowledge of appropriate leisure-time activities.

7. DISSEMINATION:

As this project is a preservice training program for teachers of other areas of disability, the major dissemination takes place through the teachers themselves as they work in schools throughout Iowa and the midwest.

8. EVALUATION:

Evaluation includes an on-going follow-up of graduates of the University program over a five-year period. The Discrepancy Evaluation Model is used for follow-up.

9. PRODUCTS:

Trained Teachers.

10. DESCRIPTORS:

Preservice
Vocational/Career Education
Handicapped

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
25	Special Class Teachers		105	3,4	3,4,5,6, 8,9,11	2,7	1,3	3,4	1,3,4
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Kansas

ABSTRACT

1. TITLE: Program Assistance Grant: Preservice Preparation of Vocational/Career Support Personnel for Sparsely Populated Regions.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G008101837

4. CONTACT PERSON: Dr. Elaine Beason
Special Education Program
Fort Hays State University
Hays, Kansas 67601
(913) 628-4212

5. DESCRIPTION:

The primary purpose of this program is to prepare personnel to establish career/vocational education and training for the handicapped in public and special purpose schools. Graduates of the program are prepared to develop, implement, and coordinate a program that involves community employers, regular/special/vocational educators, agency personnel, and handicapped students, and their parents. The program is oriented toward a task analytic approach in the collection and assessment of requirements relative to adult living goals and specific jobs within a geographical or employment community. These requirements are used as the basis of exceptional student skill evaluation, vocational training curriculum, and prevocational curriculum. Additionally, task analysis is applied to regular and vocational education curriculum to assist in adaptations and alterations in meeting individual student needs. Thus, students in this program are taught observational, collectional, analytical, synthetical, instructional, and coordinational skills that are used to develop and implement career/vocational education and training for the handicapped.

6. MAJOR OBJECTIVES:

a. To prepare handicapped individuals for employment ranging from competitive work in local job market to more supervised work settings.
b. To prepare handicapped individuals to live as independently as possible.
c. To coordinate service among general and special educators, other support personnel, state service and rehabilitation agencies, community employers, and future employees.
d. To establish scope and sequence in secondary level special education/vocational education curriculum.

e. To establish an educational/training program that would minimize the need for additional social/vocational post-graduation services for handicapped individuals.
f. To assist community employers in meeting federal regulations.

7. DISSEMINATION:

The project has specified eight target audiences to receive dissemination information and/or materials. They are secondary level special educators, vocational educators, regular classroom educators, community and state agency personnel, community employers, local special education directors, parents of handicapped students, and secondary level handicapped students.

Dissemination activities include program presentations (local, state, national), annual conference, quarterly newsletter, publication of conference papers, individual conferences with community employers, students and parents, program development with all school personnel.

8. EVALUATION:

The evaluation component addresses four major concerns through the use of evaluation questions:

a. Adequacy of practicum management
b. Student practicum performance
c. Program impact
d. Performance of graduates on-the-job

Eight instruments have been developed to answer the evaluation questions and address the concerns.

9. PRODUCTS:

The project will provide a model for program development and implementation of career/vocational education and training for handicapped students, immediate and continuous supervision by university personnel of public and special purpose school personnel in their endeavors to meet program objectives, and Beason, Elaine (ed.), Directions Toward Career/Vocational Education. Papers presented at Annual Conference in Special Education, November, 1979, Fort Hays State University, Hays, Kansas.

10. DESCRIPTORS:

Secondary Level Special Education
Career Education
Vocational Education
Special Needs Students
Job Analysis
Community Skills Analysis

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
7	Resource Teachers		36 credit hrs.	7 (H.S.)	11	2,3,4,6,9	*1,3	11	3
	Consulting Teachers								
5	Special Class Teachers		36 credit hrs.	5 (H.S.)	11	2,3,4,6,9	*1,3	11	3
	Regular Education Teachers (vocational)								
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*home, community employment sources

Kansas

ABSTRACT

1. TITLE: Regular Education Inservice - Local Agency Comprehensive System of Personnel Development: Habituating Building -Based Inservice Training.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G003101836

4. CONTACT PERSON(S):

Thomas M. Skrtic, Project Director
377 Haworth Hall
University of Kansas
Lawrence, Kansas 66045
(913) 864-4954

Kathleen Bolland, Project Coordinator
(same address)

5. DESCRIPTION:

HABBIT is divided into three operational phases: Planning, Process and Content Training, and Multiplier. In the Planning Phase, members for the local Comprehensive System of Personnel Development committee and approximately ten, three-person, building-based inservice teams of regular and special educators will be selected. In the Process and Content Training Phase, the team members will be trained to identify inservice needs and to design, develop, and deliver inservice programs to meet those needs. They also will be trained in content relevant to educating exceptional students in the least restrictive environment. The local CSPD committee will be trained to design and implement a district-wide CSPD which encompasses the delivery of inservice programs by the building-based teams. In the Multiplier Phase, the original teams, with the assistance of project staff, will train 23 additional building-based teams in a replication of the process and content training phase. At the conclusion of that training, the additional teams will deliver inservice programs in their buildings.

6. MAJOR OBJECTIVES:

a. To provide peer directed, building-based inservice programs for regular and special education personnel which will enable them to meet the educational needs of exceptional students in the least restrictive environment.
b. To train teams of regular and special education personnel in an inservice curriculum development process to design and deliver inservice education programs to meet the specific needs of their individual buildings in the area of education for exceptional students.

c. To enable teams of regular and special education personnel to train their peers from other buildings to design, develop, and deliver building-based inservice education programs.
d. To train regular and special education administrators, teachers, and parents to develop and implement a district-level comprehensive system of personnel development.

7. DISSEMINATION:

Dissemination will occur at the state, regional, and national levels. At the state level, a total of 580 team members, teachers, principals, CSPD committee members, and SEA and IHE personnel will receive training. Regionally, all project materials and packages will be available for examination and use in Kansas through the Kansas Educational Dissemination/Diffusion System (KEDDS). On the national level, application will be made for the dissemination of materials through the National Diffusion Network. Statewide and national presentations will be delivered at conferences. The project will also respond to any and all requests for HABBIT products.

8. EVALUATION:

Evaluation strategies (both qualitative and quantitative) will be developed during the first year of the project. Areas of focus will include the impact of various project stages on teachers, administrators, parents, and the Topeka LEA with respect to changes in district policy towards staff development, parental support of inservice education, teachers' perceived values of inservices, and content and outcomes of education for handicapped children in regular classes.

9. PRODUCTS:

Project HABBIT products will include packaged training programs in the areas of Comprehensive System of Personnel Development, an inservice curriculum development process, and the training of teachers to train their peers in the inservice process. Furthermore, individual building-based inservice programs developed by the LEA teams for their school's specific strengths and needs will be packaged.

10. DESCRIPTORS:

Comprehensive System of Personnel Development
Building-Based Inservice Education
Peer Training
Curriculum Development
Elementary/Middle Education

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
6	Administrators/ Supervisors		10	5	10	1,5,6	5		
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
13	Special Class Teachers	10	450	2,3	1-10	1,5,6,8	1	10	
24	Regular Education Teachers (vocational)	21	450	2,3	1-10	1,5,6,8	1	10	
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
2	Parents		10			1,5,6	5		
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
6	Combinations or Teams of Above		10	5	10	1,5,6	5		

Kansas

ABSTRACT

1. TITLE: Regular Education Inservice - Comprehensive Vocational Education for All Handicapped Persons: Training Educators to Design, Develop, and Deliver Inservice Education.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007901388

4. CONTACT PERSON(S):

Thomas M. Skrtic, Project Director
377 Haworth Hall
University of Kansas
Lawrence, Kansas 66045
(913) 864-4954

Kathleen Bolland, Project Coordinator
(same address)

5. DESCRIPTION:

TEDDDIE is divided into three operational phases: Planning, Implementation, and Outreach. Upon completion of the Planning Phase midway through the first year, three teams of vocational and special education teachers were trained in curriculum development, i.e., to assess the staff development needs in their home districts, and to coordinate and evaluate ongoing district-level staff development programs (Implementation Phase). These teams then delivered the inservice programs they developed. Next, the three LEA teams replicated the training they received by conducting that training with other teams from three to five LEA's in each of their regional areas (Outreach). Currently, these Outreach teams are delivering their inservice programs.

The original LEA teams were trained at the Salina (Kansas) Area Educational Resource Center and University of Kansas. Training sessions were followed by on-site technical assistance to the teams from Project staff members. Regional LEA teams received initial training in the home district of the original LEA team located in that region. Subsequent follow-up training is being conducted in each regional LEA. All LEA teams must: (a) conduct a needs assessment among their career/vocational and special education peers; (b) interpret the results and specify their local district needs; (c) write objectives for staff development activities and validate these objectives with their peers; (d) design staff development packages; and (3) deliver and evaluate these staff development packages.

6. MAJOR OBJECTIVES:

a. To train teams of vocational and special education teachers in a curriculum development model to design and deliver staff development programs to meet the specific needs of their districts in the area of career/vocational education for the handicapped.

b. To enable, through interagency cooperation, teams of vocational and special education teachers to train their peers from other districts to design, develop, and deliver district-specific staff development programs through the replication of the Curriculum Development Model.

c. To provide peer-directed, district-specific staff development programs for vocational and special education teachers which will enable them to meet the career/vocational needs of handicapped students.

7. DISSEMINATION:

Dissemination will occur at the state, regional, and national levels. At the state level, a total of 1598 team members, teachers, principals, and SEA and IHE personnel will receive training. Regionally, all project materials and packages will be available for examination and use in the states of Kansas, Nebraska, Iowa, and Missouri (Region 7). At the national level, a paper was presented at the 1981 Annual Meeting of the American Educational Research Association (AERA). A second paper was delivered at the Council for Exceptional Children Convention in 1982. Additionally, such agencies as the American Institutes for Research in Behavioral Sciences/Vocational Education Curriculum Specialists (AIR/VECS) in Palo Alto, California, have requested TEDDDIE products. The Project will respond to any and all requests of this nature.

8. EVALUATION:

With respect to formative evaluation, the three years of on-going focus are: (1) the curriculum development process, (2) the training sessions, and (3) the development of training packages. Summatively, the project will be evaluated according to the relative impact of: (1) the curriculum development process, (2) the peer training process, and (3) the training content on the knowledge, attitudes, skills, and behavior of: (1) LEA teams, (2) teachers, (3) principals, and (4) SEA and the IHE participants.

9. PRODUCTS:

Project TEDDDIE will result in packaged staff development programs in the area of career/vocational education for handicapped learners which are based on specific district needs and strengths. In addition, the original training program in curriculum development will be packaged and disseminated.

10. DESCRIPTORS:

Curriculum Development
Peer Training
Career/Vocational Education
Need-Based Inservice Education

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers (vocational)								
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
12	Combinations or Teams of Above	12	30	3,4		1,6,7,8	4,5	10	

curriculum development
inservice preparation

Maryland

ABSTRACT

1. TITLE: Comprehensive Vocational Education for All Handicapped Persons: Career/Vocational Education Personnel Preparation Program for Teachers of the Handicapped.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: N.A.

4. CONTACT PERSON(S):

Dr. Charles J. Beatty
Department of Industrial Education
J. M. Patterson Building
University of Maryland
College Park, Maryland 20742
(301) 454-4264

Dr. David B. Malouf
Department of Special Education
College of Education
H.R.W. Benjamin Building
University of Maryland
College Park, Maryland 20742
(301) 454-2118

5. DESCRIPTION:

This project is a federally supported personnel training program at the University of Maryland--College Park. It is a collaborative effort involving the Departments of Special Education, Industrial Education, and Rehabilitation Counseling. The project includes on-campus graduate level emphasis in Industrial Arts, Rehabilitation Counseling, Special Education and includes the vocational areas of agriculture, business, distributive, and home economics. The project includes an off-campus of Inservice in Rural Areas and a training sequence for specialists. The on-campus and off-campus programs share the same philosophy and goals.

6. MAJOR OBJECTIVES:

a. To provide students with relevant training within their own disciplines.
b. To provide students with introductory experiences in other disciplines.
c. To provide students with useful skills from other disciplines.
d. To provide students with shared experiences with students in other disciplines.
e. To provide students with the competencies and attitudes needed for effective multidisciplinary provision of career/vocational education for the handicapped.

7. DISSEMINATION:

High quality career/vocational preparation for the handicapped can best be achieved by means of multidisciplinary collaboration between special education, industrial arts, vocational education, vocational rehabilitation, and other related areas. The thrust of such collaboration should be to allow the handicapped to gain the greatest possible benefits from regular training programs and personnel. Such collaboration often does not occur spontaneously, and personnel preparation programs should include efforts to facilitate its occurrence.

8. EVALUATION:

The Discrepancy Evaluation Model will be used to evaluate project components. This Model evaluates inputs, processes and outputs of programs by identifying concerns and questions and by listing sources of information necessary to generate needed information.

9. PRODUCTS:

Our project offers graduate level emphasis for students in special education, vocational education, industrial arts, and rehabilitation counseling. In accordance with our training model, we offer fall semester courses in special education and in industrial arts/ vocational education to introduce the students to areas with which they may not be familiar, and develop skills in these areas. During the spring semester, we offer a Joint Seminar and a Joint Practicum which are shared by students in all of the participating disciplines. Inservice training will be provided off campus to special educators, vocational educators, industrial arts educators, regular classroom teachers, administrators, counselors, and other personnel in Maryland. A principle outcome will be the development and evaluation of training modules which can be used in similar training efforts. These modules will be made available for use within the state and elsewhere.

10. DESCRIPTORS:

On-Campus Degree Programs
Off-Campus Degree Programs
Inservice Training
Preservice Training

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
5 * 25	Resource Teachers		180 * 45	2,3 4,5	1,3,4,5, 6,7,8,9, 10,11	2,4,5,6,7,8	1,3	1,3,4,6,8,9, 10,11	4
	Consulting Teachers								
4 * 25	Special Class Teachers		180 * 45	2,3 4,5	1,3,4,5, 6,7,8,9, 10,11	2,4,5,6,7,8	1,3	1,3,4,6,8,9, 10,11	4
16 * 35	Regular Education Teachers (vocational)		180 * 45	3,4,5	1,2,3,4, 5,6,7,8, 9,10,11	2,4,5,6,7,8	1,3	1,3,4,6,8,9, 10,11	4
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								
5 * - -	Rehabilitation Personnel		180 * - -	4,5	1,3,4,5, 6,7,8,9, 10,11	2,4,5,6,7,8	1,3	1,3,4,6,8,9, 10,11	4

135

146 Top number for on-campus training, bottom number for off-campus training.

147

Maryland

ABSTRACT

1. TITLE: Program Assistance Grant - Maryland Comprehensive System of Personnel Development: Training Career, Vocational, and Special Educators.

2. SPONSORING AGENCY: SEA

3. GRANT NUMBER: G008101888

4. CONTACT PERSON(S):

Joan Maynard, Chief
Program Development and
Assistance Branch
Division of Special Education
200 West Baltimore Street
Baltimore, Maryland 21202
(301) 659-2495

Deborah Sterret, Staff Specialist
(same address)
(301) 659-2496

5. DESCRIPTION:

Through this project, the Maryland State Department of Education will collaborate with the University of Maryland in the development of selected inservice training modules for use in local inservice training programs involving special, career, and vocational educators. The modules will be correlated with the MSDE publication - Cooperative Planning for the Handicapped.

6. MAJOR OBJECTIVES:

a. To develop selected training modules to correlate with specific components within the Admission, Review, and Dismissal -- Individualized Education Plan Process (COMAR 13A.05.01).
b. To field-test training modules for intended use by career/vocational and special educators.
c. To revise training modules on basis of the analysis of field-test data.
d. To prepare all modules in packaged form for statewide dissemination.

7. DISSEMINATION:

The training modules and information on the modules developed through this project will be disseminated among career, vocational, general and special educators, guidance personnel, vocational rehabilitation personnel, and others working with or developing programs for handicapped children on the state and local education

agency levels. Dissemination activities will be conducted in the form of public presentations, written descriptions, and providing for the free loan of training materials upon request.

8. EVALUATION:

Project evaluation activities will be conducted through the input team selected to advise on the component. Evaluation activities would include:

a. LEA input team would identify training needs selected for the development of instructional modules.
b. Assess the content of each module, using persons for intended advice.
c. Assess the format design of the modules.
d. Collaborate on the development of the field testing instruments.
e. Field test from sampling of audience, analyze the field test results.
f. Recommend revisions of the modules based on evaluation data.

9. PRODUCTS:

Two slide-tape presentations and training packets including transparencies, competency and resource listings, and other materials will be developed which will assist the educator/counselor in developing and implementing prevocational programming for handicapped students. IEP development and the admission, dismissal, and review process will also be addressed in relation to prevocational skill development.

10. DESCRIPTORS:

Prevocational Programming
Career and Vocational Education
Inservice Teacher Education
Special Education

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers approx. 10%	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
34	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
2,800	Special Class Teachers	X		1,2,3 4,5	5,7,8,11	1,2,3	1	11	
3,000	Regular Education Teachers (vocational)	X		1,2,3 4,5	5,7,8,11	1,2,3	1	11	
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
	Parents								
	Physical Educators								
	Psychologists								
1,300	Counselors	X		1,2,3 4,5	5,7,8,11	1,2,3	1	11	
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

* Inservice will be planned for and training will be made available to the total numbers of the identified groups in the State of Maryland.

Massachusetts

ABSTRACT

1. TITLE: Preservice Preparation for Training Career/Vocational Special Needs Personnel.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: N.A.

4. CONTACT PERSON: Dr. John R. Eichorn, Ed.D.
Division of Special Education
and Rehabilitation
Boston College - McGuinn Hall B29
Chestnut Hill, Massachusetts 02167
(617) 969-0100, x4180

5. DESCRIPTION:

This project's major purpose is to prepare Master's level students for direct service, consultation, and supervision roles in career/vocational employment with special needs individuals. Students participating in the program receive a diversified preparation through the integration of coursework, field work, and related experiences. The program requires completion of 36 credits related to instruction, vocational evaluation, program development and administration, career development, adolescent development, and employment of special needs persons.

6. MAJOR OBJECTIVES:

a. To prepare graduate students to serve pupils with special needs in the northeast region relative to career/vocational development.
b. To retrain teachers already certified in regular or special education for the consultative and/or direct service role of career/vocational specialist.
c. To provide services, through practicum experiences, to a total of 500 special needs adolescents and young adults per year.

7. DISSEMINATION:

Information is being sent throughout the country in an effort to recruit qualified, professional personnel. Recruitment of students will also concentrate on Massachusetts, particularly Boston.

8. EVALUATION:

Evaluative procedures consist of the following activities:

a. Annual dissemination of the contribution of this project to meet personnel shortages specified in Massachusetts' Plan for Comprehensive System Personnel Development (CSPD).

b. Evaluation of practicum experiences to determine the individual and collective contributions of students enrolled in the Career/Vocational and Specialist Program.
c. Questionnaires will be sent to employers of graduates each year to assess the quality and number of personnel trained through this project.
d. Survey to evaluate career/vocational personnel needs.

9. PRODUCTS:

a. Development of a model Career/Vocational Specialist Program to train graduate level students.
b. Trained professional personnel in a variety of career-vocational skills.
c. Competencies required for success in the role as a career/vocational specialist.

10. DESCRIPTORS:

Vocational/Career Education
Preservice
Personnel Preparation
Handicapped

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number* targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
5	Administrators/ Supervisors		180	3,4	7,8,9,11	2,7,8,9	1,3	11	4
2	Paraprofessionals		"	4	"	"	"	"	"
7	Resource Teachers		"	3,4	"	"	"	"	"
1	Consulting Teachers		"	"	"	"	"	"	"
4	Special Class Teachers		"	"	"	"	"	"	"
3	Regular Education Teachers (vocational)		"	4	"	"	"	"	"
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
	Parents								
	Physical Educators								
	Psychologists								
3	Counselors		"	3,4	"	"	"	"	"
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

* PROJECTED

Michigan

ABSTRACT

1. TITLE: Program Assistance Grant: Master's Program in Vocational Education/Special Education.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007901356

4. CONTACT PERSON(S):

Dr. Geraldine Markel
Program in Special Education
Speech and Hearing Sciences
School of Education
The University of Michigan
Ann Arbor, Michigan 48109
(313) 763-2374

Dr. Ella Bowen
Program in Occupational Education
Same Address
(313) 764-8423

5. DESCRIPTION:

The program combines the faculty and resources from both Special Education and Vocational Education. The 30 hour master's sequence is designed for those currently in, or desiring to assume, a teaching or leadership position in career and vocational education for the handicapped. Individuals with experience in either area apply for admission in their respective fields. Following a sequence of education, cognate, and field based courses, trainees develop advanced skills in their own area and develop a 10 hour concentration in the alternate area. A summer institute provides a seminar and field experience involving handicapped individuals and vocational or career education services. Competency statements and mastery tasks are in preparation for each of twelve areas. Ongoing input is provided by an Advisory Committee composed of community leaders, public school personnel, parents, disabled individuals, and state level representatives of Special Education, Vocational Education, and Vocational Rehabilitation Service.

6. MAJOR OBJECTIVES:

a. To train twenty educational personnel with previous experience in vocational education and/or special education who will be committed to increasing the vocational and career options of handicapped children.
b. To design and pilot test a set of twelve competencies and related mastery statements.
c. To ascertain the effectiveness of the training program and its impact on the field.

7. DISSEMINATION:

Dissemination will be comprised of these types of activities: presentations at state and national meetings of professional organizations in vocational education and special education (e.g., C.E.C.), published articles describing the program and related competencies, description of the program at a series of nine regional inservice workshops entitled "Vocational Education for Persons with Special Needs (VEPSN)," which are sponsored by The University of Michigan through a grant from the Department of Education, (1,500 participants), and media coverage within the Southeastern Michigan Area.

8. EVALUATION:

Evaluation includes analysis of information collected from: pre-post attitude surveys, student evaluations of each core course, measures of mastery in each competency area, follow-up of graduates, and follow-up of survey of employers.

9. PRODUCTS:

A Competency Based MA program in Vocational/Special Education - Completion Date: May, 1982.

10. DESCRIPTORS:

Vocational/Special Education
Master's Training
Competency Based

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
3	Resource Teachers	X							
2	Consulting Teachers	X	30 hour M.A.	4,5	1-12*	1,2,3,5, 6,7,8*,9	1,2,3, 5,6*	11	1,2,5*
5	Special Class Teachers	X							
10	Regular Education Teachers	X							
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Inservice Presentations.
*Competencies being developed for 2 and 5 (also for Sexism in Vocational/Special Education)
6*Teacher's Own Class
8*Audio/Video Tape Feedback
12*Current Issues

Michigan

ABSTRACT

1. TITLE: A Pilot Cooperative IHE - LEA Preparation Program for Vocational and Special Education Personnel.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: NA

4. CONTACT PERSON:
Dr. Norman J. Niesen, Head
Department of Special Education
Rackham 215
Eastern Michigan University
Ypsilanti, Michigan 48197
(313) 487-3300

5. DESCRIPTION:

The pilot project is a cooperative personnel preparation endeavor between the Department of Special Education in the College of Education, the Department of Industrial Education in the College of Technology, the Department of Business Education in the College of Business, and the Department of Home Economics in the College of Human Services, of Eastern Michigan University and the Special Education and Vocational Education staffs of the Wayne-Westland School District. Essentially, the project will develop, implement, and evaluate an instructional sequence of courses which will become part of an interdisciplinary vocational/special education degree program at the master's level. It is intended the project will provide a replicable cooperative educational model which demonstrates effective collaboration between colleges and departments of a university and a local school district.

6. MAJOR OBJECTIVES:

a. To help vocational educators become aware of the needs of special education students.
b. To provide vocational educators with the skills to adapt their class content and teaching techniques to meet the learning needs of handicapped students.
c. To enable vocational educators to implement a model program to serve the total vocational needs of mainstreamed handicapped as well as the severely handicapped in special settings.
d. To help special educators develop an awareness of the meaning and the instructional implications of career education, pre-vocational, and vocational education.
e. To provide special educators with an awareness of the need for implementing career education for all handicapped students.

f. To help special educators to develop attitudes and understanding which actively support vocational training for all handicapped students.
g. To provide special educators and vocational educators with the skills to plan cooperatively with parents and students, toward long-term career goals.

7. DISSEMINATION:

If the cooperative model and program is successful, it will be made available to other school districts who wish to work cooperatively with Eastern Michigan University. Progress reports will be disseminated after the first year of the project tnrough professional groups such as Michigan Association of Special Education Administrators, Vocational Education Association, the State Department of Education. Eastern will also share its experience with other personnel preparation programs throughout the state and nation who are interested or engaging in cooperative university and local school system graduate programming.

8. EVALUATION:

The evaluation system used in this project is patterned after the State Judgmental Model. Essentially, this evaluation system will permit the collection of information to improve joint vocational/special education program by relating intended inputs, transactions and outcomes with actual obtained performance.

9. PRODUCTS:

The project will develop a cooperative personnel preparation model for vocational and special education professionals which will prepare personnel from these disciplines to work together more effectively in providing vocational and career education programs to handicapped students.

10. DESCRIPTORS:

Vocational Mainstreaming
Cooperative Training Model
Vocational/Special Education Preparation
Cross-training

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
6	Administrators/ Supervisors		100+	5	1,2,3,4, 5,6,7,9, 11	2,4,5,6,7,9	1	1,3,4,10	4
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
12	Special Class Teachers		100+	4,3	3,4,6,7, 9,10,11	2,4,5,6,7,9	1	1,3,4,10	4
13	Regular Education Teachers (vocational)		100+	4	1,2,3,4, 5,6,7,9, 11	2,4,5,6,7,9	1	1,3,4,10	4
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Missouri

ABSTRACT

1. TITLE: Career Education Personnel Preparation (CEPP).

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: N.A.

4. CONTACT PERSON: Dr. Donn Brolin, Professor and Director
16 Hill Hall or 223 South 5th Street
University of Missouri
Columbia, Missouri 65211
(314) 882-6523 or 2876

5. DESCRIPTION:

The purpose of the CEPP project is to conduct an inservice/staff development training program for SEA, LEA, and university personnel in order that career education may be implemented in the State of Missouri for students with all types of handicapped classifications (K-12). The project is designed to inservice and prepare persons (special education and classroom teachers, counselors, and leadership personnel) in order that they may effectively coordinate, develop, and implement a career education program for these students. The training concept is based on an earlier OSE project directed by Dr. Brolin (PRICE). The student competency-based Life-Centered Career Education (LCCE) Curriculum Approach developed by the project director and his associates is emphasized. Local school districts expressing an interest in CEPP concepts are met with. If they wish further information and training, a 1/2 day workshop for administrators is held. If the district is interested in the training concept an optional meeting with teachers is held to explain the training. The training is held for teachers with a two-fold purpose: (a) to identify a cadre of teachers to train the rest of the district teachers in the career education concept, (b) to instruct participants in those concepts related to career education and the teaching of handicapped students. At the completion of training, a cadre then conducts training workshops in their districts. Educational assistance is always available from CEPP staff, related to career education as well as inservice training. The training occurs in the districts throughout the state and currently is being offered for graduate credit hours through the University of Missouri Continuing Education Program. Teacher tuition is partly subsidized through the CEPP Grant.

6. MAJOR OBJECTIVES:

   a. To provide a statewide leadership development training program relative to the support, development, and implementation of career education programs for handicapped students.

b. To provide statewide staff development training to train inservice trainers for school systems desiring to develop and implement career education programs (K-12) for handicapped students.
c. To provide information, materials, and technical assistance to school districts so the career education concept and the life-centered approach can be implemented throughout the state.

7. DISSEMINATION:

Dissemination is local, state, and nationwide. A newsletter is sent to those who participate in training, or those who request their name to be placed on the mailing list. Articles in state and national newsletters and publications, as well as workshop and presentations by staff members, have been used to spread the word about CEPP.

8. EVALUATION:

A formative-summative evaluation approach is utilized based on the training objective using the Discrepancy Evaluation Model. This is completed by all training participants.

9. PRODUCTS:

Bibliographies related to career education for students with handicaps, newsletter, resource materials compilation are a few of the material products. Teachers and administrators who develop and implement a working career education program for students with handicaps, as well as local district personnel with the capabilities of inservicing other district personnel, are the ultimate products of the CEPP project.

10. DESCRIPTORS:

Career Education
Inservice Teacher Education
Inservice Education

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
X	Administrators/ Supervisors								
	Paraprofessionals								
X	Resource Teachers								
	Consulting Teachers								
X	Special Class Teachers								
X	Regular Education Teachers (vocational)								
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
	Parents								
	Physical Educators								
	Psychologists								
X	Counselors								
X	Music or Fine Arts Teachers								
	School Boards								
125+	Combinations or Teams of Above	X	40 hrs. each or 5,000+ total	2,3 4,5	1,2,3,4, 5,7,8, 10,11	1,2,6,9	1	11	n/a

Missouri

ABSTRACT

1. TITLE: A Project to Provide Training Assistance to States Relative to Personnel Planning and Development in Special Education.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: N.A.

4. CONTACT PERSON: Dr. Richard C. Schofer, Director
Project on Cooperative Manpower Planning in Special Education
Department of Special Education
515 South Sixth
University of Missouri
Columbia, Missouri 65211

5. DESCRIPTION:

The primary and ultimate goal of the project is to assist each of the states in fully implementing the Personnel Development Section of Public Law 94-42 [Sections 613(a)(3) and 614(a)(1)(c)(i)]. The project, as designed, is intended to serve in a catalytic role to provide meaningful and sufficient technical assistance to the states relative to the development and implementation of a "Comprehensive System of Personnel Development" (CSPD).

6. MAJOR OBJECTIVES:

a. To provide training assistance to individual states, as requested, relative to CSPD.
b. To create forums whereby state and nationally concerned educators can convene to develop and share ideas relating to personnel planning and development in special education.
c. To develop and disseminate materials and media that would assist states in the establishment of their respective CSPDs.
d. To review and document existing research and other publications relative to personnel planning and development.
e. To periodically develop and implement surveys to assess the "state-of-the-art" as it relates to the various aspects of CSPDs for the purpose of determining existing needs as well as to determine current, effective practices.

7. DISSEMINATION:

Dissemination of materials, training, technical assistance, and other project products is to all SEA Directors and CSPD consultants in addition to other SEA personnel, IHE individuals, local education agency individuals, and others interested and involved in CSPD activities.

8. EVALUATION:

Evaluation is conducted in an on-going formative manner in order to assess the project's continuing activities and products and to allow for revision of current activities, as needed. A summative evaluation is used to evaluate the project's long-term goals.

9. PRODUCTS:

Eleven documents relative to various CSPD factors have resulted from the project's activities. Three nationwide surveys have been conducted biennially and have resulted in 3 state-of-the-art reports; in addition to these documents, the project has held symposiums on CSPD aspects which have resulted in documents related to needs assessment, doctoral programming, CSPD writer's guide, and a planning model.

10. DESCRIPTORS:

Comprehensive System of Personnel Development
Participatory Planning
Needs Assessment
Inservice
Preservice
Dissemination and Adoption of Promising Practices
Evaluation
Technical Assistance

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors	Training is provided to SEA personnel, IHE individuals, and members of State CSPD Committees.							
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers (vocational)								
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Montana

ABSTRACT

1. TITLE: Program Assistance Grant: Preservice and Inservice Training Programs in Vocational/Career Education for the Handicapped for Regular and Special Education Teachers and Administrative Personnel.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G008101799

4. CONTACT PERSON: Dr. Ronald P. Sexton, Director
Institute for Habilitative Services
School of Education
Eastern Montana College
Billings, Montana 59101
(406) 657-2351 or 2352

5. DESCRIPTION:

This component is designed to add a vocational/career education training core to the preservice undergraduate and graduate degree programs in special education. Prevocational, vocational, and career education for the handicapped coursework and experiences are available through cooperative effort and planning with the SEA and several LEAs. Inservice training activities are directed statewide and are designed to impact special and regular classroom teachers, administrative personnel and other support services personnel.

6. MAJOR OBJECTIVES:

a. To develop a vocational and career education for the handicapped (K-12) training component to be integrated into the undergraduate and graduate special education degree programs at Eastern Montana College. Integration of this training component into the graduate degree programs in counselor education and personnel and guidance services is also targeted.
b. To increase among special educators (inservice and preservice) a better understanding of the goals and objectives of vocational and career education for handicapped children and youth.
c. To conduct inservice training with IHE regular and special education faculty and to assist them in the infusion of the VCE curriculum into their respective courses and training components across all teacher education programs.
d. To work with the SEA and local LEA in establishing a model/demonstration classroom/program which is focused upon career exploration and planning experiences with handicapped children.

e. To develop observation and practica sites where special education teachers/administrators/ support personnel can obtain first hand experience with career awareness, exploration and planning for handicapped children and youth.
f. To conduct a Summer Training Institute on Career Education for the Handicapped. The purpose is to provide a forum for selected participants (statewide) to interface with other interested parties. Awareness, information sharing, and skill training activities related to vocational and career education for the handicapped are to be included.
g. To facilitate the development and implementation of a statewide plan to promote the awareness and importance of vocational and career education as integral and unseparable parts of each child's comprehensive individualized educational program.

7. DISSEMINATION:

The project intends a three-level dissemination effort: Billings and Yellowstone County; Montana, statewide; and, selected sites in Northern Wyoming.

Activities will include preservice and inservice classes at the undergraduate and graduate levels. Inservice workshops for regular and special education IHE faculty. Public presentations at local, state, and regional meetings will occur. The Leadership Institute will impact selected trainees statewide. An effort is underway to coordinate presentations with the SEA statewide inservice training program. At least two national presentation conferences have been targeted.

8. EVALUATION:

Evaluation activities will include:

a. Pre and post assessment for each workshop and training session.
b. Participant feedback/evaluation of training sessions (Pre/Inservice).
c. Follow-up of participants, six-months post training.
d. Trainee evaluation of pilot components.
e. Evaluation of Pre and Post IEPs.
f. Data collection on Curricular alterations and additions.
g. Pre and Post attitudinal assessment of trainees.

9. PRODUCTS:

The products will include:

a. A VCE Curriculum Component for Undergraduate and Graduate Preservice Training.
b. A model training component for inservice delivery of the VCE module.

c. A Statewide Leadership Training Conference.
d. A VCE module readied for statewide delivery via the Educational Telecommunications Network.
e. A model/demonstration classroom program.

10. DESCRIPTORS:

Preservice and Inservice Training
Vocational/Career Education for the Handicapped
Leadership Training
Rural Programs
Paraprofessionals
Resource and Consulting Teachers

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained*	level	topics	instructional techniques	settings	disabilities	specific conditions
25	Administrators/ Supervisors	X	10-30	2,3,4	2,4,6,7, 8,10	1,2,3,4,7	1,3,5	11	1,3,5,2,4
50-70	Paraprofessionals		10-30	2,3,4	4-9	1,7,3,2	1,3,5	11	1,3,5
40	Resource Teachers		10-30	2,3,4	4-10	1,2,3,4,7	1,3,5	11	1,3,5
8	Consulting Teachers	X	10-30	2,3,4	4-10	1,2,3,4,7	1,3,5	11	1,3,5
15-20	Special Class Teachers		10-30	2,3,4	4-10	1,2,3,4,7,8	1,3,5	2,4,6	1,3,5
10	Regular Education Teachers (vocational)		10-30	2,3,4	4-10	1,3,7	1,3,5	11	1,2,3,4,5
5	Clinicians/Therapists		10	2,3,4	8-10	1,3,7	1,3,5	11	1,3,5
5	Volunteers/Advisory Council Members		10	2,3,4	4-10	1,3,4,7,8	1,3,5	11	1,2,3,4,5
5	Parents		10	2,3,4	1,2,3,9	1,3,7	1,3,5	11	1,2,3,4,5
5	Physical Educators		10	2,3,4	4-10	1,3,4,7	1,3,5	11	1,3,5
5	Psychologists		10	2,3,4	8,9	1,3,4,7	1,3,5	11	1,3,5
10	Counselors	X	10-30	2,3,4	9,4,12	1,3,4,7,8	1,3,5	11	1,2,3,4,5
	Music or Fine Arts Teachers								
	School Boards								
10	Combinations or Teams of Above	X	10-30	2,3,4	1-12	1,3,4,7,8	1,3,5	11	1,2,3,4,5

*Hours trained refers to actual VCE training time by project only.

New Jersey

ABSTRACT

1. TITLE: Career Education for the Handicapped: A Training Model for Special Education and Industrial Arts/Vocational Teachers.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G00800877

4. CONTACT PERSON: Dave Barnhart, Ed.D.
Career Education for the Handicapped
Kean College of New Jersey
Union, New Jersey 07083
(201) 527-2317

5. DESCRIPTION:

The project intends to provide joint training of special education and industrial arts/vocational education teachers. Training will be conducted at both preservice and inservice levels. The preservice collateral has been completed and has 40 students enrolled. The inservice program is currently being developed. The goal of developing a Master of Arts degree option in Career/Industrial Education for the Handicapped is targeted for September, 1982.

6. MAJOR OBJECTIVES:

   a. To train industrial arts/vocational education teachers to develop the competencies necessary to provide a program of career education for handicapped children in New Jersey elementary and secondary schools.
   b. To train special education teachers to develop the competencies necessary to provide a program of career education for handicapped children in New Jersey elementary and secondary schools.

7. DISSEMINATION:

Dissemination of program materials will be provided through regular college channels. Additional materials will be distributed through mailings to LEAs, County Vocational-Technical Schools, and private workshops for the handicapped.

8. EVALUATION:

Evaluation will consist of mastery of stated competencies by preservice and inservice participants. A follow-up of employers will be conducted.

9. PRODUCTS:

The project will provide a model training program for training teachers in special education and industrial arts/vocational education.

10. DESCRIPTORS:

Preservice
Inservice
Career Education
Special/Vocational Instructors

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
N.A.	Special Class Teachers		220	2,3,4	11	1,2,8	3	11	
N.A.	Regular Education Teachers (vocational)		220	3,4	11,1	1,2,8	3	11	
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

New Jersey

ABSTRACT

1. TITLE: Vocational Programming for Special Needs Students.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G008000794

4. CONTACT PERSON: Dr. Gerald Ognibene
Special Educational Services Department
Glassboro State College
Glassboro, New Jersey 08028
(609) 445-7092

5. DESCRIPTION:

This professional personnel development program focuses on a local, state, and national priority--preparation of special education and vocational education personnel to provide vocational and career preparation for special needs students. The program aims primarily at secondary educational personnel. The project offers seven (7) specialized courses (21 s.h.) leading to an M.A. degree in Industrial Education with certification options in special education, supervision, vocational education, cooperative occupational education, or cooperative industrial education. At the undergraduate level, the offerings include a dual major between the special education and industrial education departments.

6. MAJOR OBJECTIVES:

a. To provide a relevant professional Master's Degree program in the Vocational Programming of Special Needs Students, in sequence to the dual certification (Voc.Ed/Sp.Ed.) offerings at the undergraduate level.
b. To provide training for personnel involved in the vocational preparation of special needs students. (For these people who arrive with diverse backgrounds, experiences, and needs, the program provides three types of training that lead to (1) an M.A., (2) certification, and (3) improved job performance).

7. DISSEMINATION:

The project attempts to reach education and rehabilitation personnel throughout Central and Southern New Jersey. Dissemination activities include courses and workshops taught on and off campus, a directory of Southern New Jersey Training Facilities for Special Needs Students, an annual "Employment of the Handicapped" Conference, and an Externship program.

8. EVALUATION:

Evaluation is performed through surveys of participants upon completion of coursework.

9. PRODUCTS:

The project participants will receive an M.A. degree in Industrial Education (with possible certifications or endorsements in special education, vocational education, cooperative industrial education, cooperative occupational education, or supervision). The program is currently in the process of developing a Vocational Evaluation program at the graduate level. Two specific courses plus an Externship program are currently available in Vocational Evaluation. Program course descriptions are available upon request, as well as the New Jersey Guide to Vocational Preparation and Rehabilitation Agencies for Individuals with Special Needs.

10. DESCRIPTORS:

Secondary
Vocational Education/Special Education
Career Education
Vocational Evaluation

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
5	Special Class Teachers	X	180	3,4	1-11	1,2,5,6,7,8,9	1,3	11	
30	Regular Education Teachers (vocational)	X	180	3,4	1-11	1,2,5,6,7,8,9	1,3	11	
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

New Mexico

ABSTRACT

1. TITLE: Program Assistance Grant: Department of Special Education of the University of New Mexico.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007900837

4. CONTACT PERSON: Dr. Richard L. McDowell
Department of Special Education
College of Education
University of New Mexico
Albuquerque, New Mexico 87131
(505)277-5018

5. DESCRIPTION:

This project intends to develop a teacher training model at the Master's Degree level in the area of Vocational Education for the Handicapped. The initial activities of the project revolve around the establishment of an advisory board, assisting a selected school district in conducting a needs assessment of its community, identification of and site visits to existing programs, and offering introductory coursework at the university. Later activities will include the identification of teacher competencies, inservice training, materials development, training program development, and evaluation procedures.

6. MAJOR OBJECTIVES:

a. To develop a list of desired teacher competencies.
b. To develop activities leading to the achievement of teacher competencies.
c. To develop a procedural handbook for use in preservice and inservice training.
d. To develop videotape(s) for use in preservice and/or inservice training.
e. To develop simulation materials.
f. To develop printed materials for use in training.
g. To establish a teacher training program in vocational education at the Master's level.

7. DISSEMINATION:

Products of the project will be disseminated through presentations and publications as well as information shared with the appropriate identified centers (e.g., clearinghouse, and others). The Advisory Board represents various communities in the State of New Mexico and will help to disseminate the information to their geographic area.

8. EVALUATION:

Evaluation is based on the accomplishment of stated objectives.

9. PRODUCTS:

The project will provide a procedural handbook (preservice/ inservice training), videotape(s) and simulations for training, and degree program in Vocational Education for the Handicapped.

10. DESCRIPTORS:

Needs Assessment
Program Development
Materials Development

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
12	Special Class Teachers		576	3,4	1,2,3, 4,5,7, 8,9,11	2,7	3	1,3,4	3,4
2	Regular Education Teachers (vocational)		96	4	1,2,3, 4,5,7, 8,9,11	2,7	3	1,3,4	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

New York

ABSTRACT

1. TITLE: Field-Based In-Service Training of Regular High School Staff: Responding to the Vocational and Career Needs of Urban Youth.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007901257

4. CONTACT PERSON: Leo Goldman
Graduate School, CUNY
33 West 42 Street
New York, New York 10036
(212) 221-1475

5. DESCRIPTION:

This project seeks to increase the involvement of special education high school students in career and vocational development by providing inservice education for "gatekeepers" (e.g., administrator, special education coordinator, and vocational chairperson) and, through a multiplier effect, to additional regular and special education teachers. In each of five urban high schools the project staff will provide workshops and consultation visits to the "work orientation team" consisting of 5 to 6 leadership personnel (the gatekeepers). Each team in turn will provide training for 50 to 60 faculty members regarding facts and feelings about handicapped students, regarding programs and procedures for optimal career development of those students.

6. MAJOR OBJECTIVES:

a. To expand access of handicapped students to career and vocational development opportunities in high schools.
b. To develop a cadre of work orientation consultants (the team) from among influential members of each school's teaching and administrative staff, who will be able to continue the infusion of vocationally-oriented activities for special education students throughout the school.
c. To provide a model field-based training program that is cost effective and capable of maintaining itself after the project ends.

7. DISSEMINATION:

The first level of dissemination activities will occur in the five collaborating high schools through general faculty meetings, newsletters, bulletin boards, and other methods. The second level will be in the Borough of Brooklyn, through the Brooklyn High School Division and the Borough Coordinator of Special Education. Among

the 32 high schools in the borough are approximately 4,954 special education students in 380 classes. Conferences and written reports will be used for dissemination at this level. The third level will be the entire New York City public school system, which includes 100 high schools. Beyond those levels, an effort will be made to disseminate the project at conventions and through journals and other publications.

8. EVALUATION:

Formative evaluation will include information regarding the quantity and quality of project activities such as demonstrations, consultations, career infusion and others.

Summative evaluation will be accomplished by comparison of pre-project and post-project data regarding pertinent knowledge on the part of school personnel, school policy and practice, and activities pertaining to career development of handicapped students.

9. PRODUCTS:

Appropriate reports will be written that describe the project's concepts and methods in ways that would be useful to educators and others interested in the career development of handicapped students.

10. DESCRIPTORS:

High School
Career Development
Field-Based

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
30	Combinations or Teams of Above	XX	60	4	1-4 8-11	1,2,5,6	1	1,3,4,6	1,2,4

North Carolina

ABSTRACT

1. TITLE: Basic Grant: Inservice Training for Vocational Teachers to Work With Handicapped Students.

2. SPONSORING AGENCY: LEA

3. GRANT NUMBER: G008000397

4. CONTACT PERSON: Nan Coleman, Coordinator
Special/Vocational Education
Charlotte-Mecklenburg Schools
P. O. Box 30035
Charlotte, North Carolina 28230
(704) 379-7115

5. DESCRIPTION:

The project is designed to give vocational teachers the fundamental skills required to modify vocational programs to meet the special needs of handicapped students. Upon completion of the course and follow-up sessions, participants will be able to design an instructional component for their vocational programs which will enable them to successfully individualize vocational instruction for handicapped students mainstreamed into regular programs.

6. MAJOR OBJECTIVES:

a. To help all participants develop an awareness of federal and state legislation pertaining to the education of handicapped students.
b. To help all participants become aware of the needs and characteristics of specific handicapping conditions.
c. To help all participants develop the knowledge and skills required to modify vocational programs and materials in order to make them more appropriate both for handicapped learners, and in relation to local employment expectations.

7. DISSEMINATION:

Dissemination Activities for this project will be twofold:

a. Continue internal (within the school system) sharing of information necessary for project implementation.
b. Develop and refine an external dissemination approach which can be used in subsequent years to share the results of the project with other interested groups.

8. EVALUATION: Not available.

9. PRODUCTS:

Each participant will develop instructional materials for his/her vocational program that are designed to meet the needs of handicapped learners.

10. DESCRIPTORS:

Personnel Preparation
Handicapped
Inservice Personnel Preparation

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers		125	4	1,4,8, 9,11	1,2	4	1,2,3,4	4
	Regular Education Teachers		125	3,4	1,2,3,4, 5,8,9	1,2,6,9	4	1,2,3,4	4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

North Dakota

ABSTRACT

1. TITLE: Vocational Education Inservice.

2. SPONSORING AGENCY: SEA

3. GRANT NUMBER: G008000573

4. CONTACT PERSON(S):

Shelby Niebergall, Grant Director
Coordinator of Special Education
Department of Public Instruction
State Capitol
Bismarck, North Dakota 58505
(701) 224-2260

Clide Cassity, Vocational Education
Inservice Project Director
Same address
(701) 224-3123

5. DESCRIPTION:

The project is designed to provide comprehensive inservice training to vocational and special educators in four remote, rural areas in North Dakota. This will be done by conducting a series of a one-day workshops and full day school visitations by two nationally known consultants with expertise in both areas, and a team of individuals from within the state. The training was conducted in April of 1981, to enhance vocational education opportunities for the handicapped in rural North Dakota.

6. MAJOR OBJECTIVES:

a. To identify existing vocational programming.
b. To identify existing special education programming.
c. To determine the utilization of existing services.
d. To identify the unmet needs.
e. To develop a plan to utilize existing personnel to meet the needs of the handicapped.

7. DISSEMINATION:

The workshops will be held in four locations and each will have about 25-30 participants.

8. EVALUATION:

The evaluation will be a written plan for the provision of vocational education to handicapped individuals in each of the areas. The plan should identify the number of students to be served and the methods by which they will be served.

9. PRODUCTS:

Model plans to provide vocational education in rural areas will be produced for each of the areas.

10. DESCRIPTORS:

Identification
Utilization
Planning
Vocational Education
Special Education
Inservice

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
10	Administrators/ Supervisors		10	4	11,4,5, 6,7,8,9	1,2,7,8	1	11	3
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
20	Special Class Teachers		10	4	4,5,6,7, 8,9,11	1,2,7,8	1	11	3
80	Regular Education Teachers		10	4	4,5,6,7, 8,9,11	1,2,7,8	1	11	3
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Ohio

ABSTRACT

1. TITLE: Regular Education Inservice (Comprehensive Vocational Education for All Handicapped Persons): Inservice Support for Transition from Education to Work.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G008000942

4. CONTACT PERSON: Lorella A. McKinney
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655, ext. 302

5. DESCRIPTION:

This project is designed to prepare local school/community personnel for providing collaborative team support for handicapped individuals enrolled in secondary and postsecondary vocational education programs. School/community personnel include teachers and related school personnel in special and vocational education, rehabilitation services personnel, parents, guardians, or spouses, employers, union representatives, and other community-based supportive services personnel as appropriate. The inservice preparation of support personnel emphasizes supporting students in their transition from vocational education to work. Inservice activities are presented in a practicum format. Unique features of the project include comprehensive involvement of local key resource persons, actual involvement of the handicapped students in the inservice experiences, follow-through support of handicapped students eighteen or more months into employment, large and small group work sessions and individual work planning teams planned and established cooperatively by support personnel and the handicapped students, ongoing evaluation of procedures and products, and dissemination/utilization of plans, products, and information.

6. MAJOR OBJECTIVES:

a. To provide individualized comprehensive supportive services for secondary and postsecondary handicapped students enrolled in vocational education programs.
b. To develop the needed awareness, knowledge, understanding, and performance skills of the collaborative team members to deliver comprehensive supportive services for secondary/postsecondary handicapped students in their transition from vocational education to work.

c. To develop the awareness, knowledge, understanding, and performance skills of team members and handicapped students regarding employer needs and expectations.
d. To develop draft inservice transportable model/materials for replication and field testing.
e. To refine model/materials, and disseminate and utilize model/materials.

7. DISSEMINATION:

Major dissemination thrusts for the duration of the project include: (a) involvement of teams of state directors of vocational education, special education, and rehabilitation services from selected states focusing on the application of draft model/materials for field testing, (b) a national symposium of representatives of existing dissemination networks with the purpose of developing a dissemination network plan specific to the needs of this project's products, (c) a national conference (jointly with the National Leadership Training Institute) regarding inservice of supportive services personnel to enhance the transition of handicapped students from vocational education to work, and (d) continuing dissemination of information, brochures, and draft materials through publishing and presentations at national, regional, and state conferences/conventions. Dissemination/utilization of tested materials can be augmented on a continuing basis after the end of the project via the National Center Academy on a cost-recovery basis.

8. EVALUATION:

The ongoing evaluation of this project consists of the following types of activities. Evaluation includes collection of data for refining products, assessing performance, and determining change in knowledge.

o	Pre/post-tests	- to measure change in knowledge of employer needs - to measure change/increase in knowledge about handicapped persons and work
o	Ratings	-provided by employers of handicapped person's skills in meeting employer needs - provided by handicapped participants and support personnel to determine effectiveness of practicum support experiences and proficiency of support service ability
o	Observations	- performed by all collaborative team participants and project staff
o	Logs	- maintained by support and handicapped participants as well as project staff concerning reactions, problems, and recommendations relative to total delivery of programs

9. PRODUCTS:

An inservice training package (field tested) will be available in June, 1983. Draft inservice packages for field test purposes will be available in June, 1981 and June, 1982.

10. DESCRIPTORS:

Regular Education Teachers (vocational)
Administrators/Supervisors
Counselors
Handicapped Persons (secondary/postsecondary)
Parents/Guardians/Spouses
Rehabilitation Services Personnel
Special Class Teachers
Volunteers (employers, union representatives)
Clinicians/Therapists
Psychologists
School-community Resource Persons

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
10	Administrators/ Supervisors		8	4,*5	1,2,3,4, 5,9,10,11	1,2,5,6 7,8,9	1,3,6 employment	11	3,4
	Paraprofessionals								
12	Resource Teachers (Special Education)		10	4,*5	1,2,3,4, 5,6,8,9	1,2,6,7, 8,9	1,3,6	11	3,4
	Consulting Teachers								
	Special Class Teachers								
45	Regular Education Teachers (Vocational)		40	4,*5	1,2,3,4, 5,7,8,9, 10,11	1,2,6,7, 8,9	1,3,6	11	3,4
18	Clinicians/Therapists		20	4,*5	1,2,3, 4,5,8	1,2,6,7, 8,9	1,3,6	11	3,4
100	Volunteers (employers, unions, community agencies)		30	4,*5	1,2,3,4, 5,6,8,9, 10,11	1,2,6, 7,8,9	1,3,6	11	3,4
60	Parents/Spouses/ Guardians		15	4,*5	1,2,3,4, 5,6,7,8, 9,11	1,2,6,7, 8,9	1,3,6	11	3,4
2	Physical Educators		15	4,*5					
5	Psychologists		15	4,*5	1,2,3,4, 5,6,8, 9,11	1,2,6,7, 8,9	1,3,6	11	3,4
12	Counselors		20	4,*5	1,2,3,4, 5,6,8, 9,11	1,2,6,7, 8,9	1,3,6	11	3,4
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
30	Rehabilitation Services		40	4,*5	1,2,3,4, 5,7,8,9, 10,11	1,2,6,7, 8,9	1,3,6	11	3,4
60	Handicapped Students		40	4,*5	1,2,3,4, 5,7,8,9, 10,11	1,2,6,7, 8,9	1,3,6	11	3,4

*postsecondary

Ohio

ABSTRACT

1. TITLE: Project SAVE (Special And Vocational Education).

2. SPONSORING AGENCY: Kent State University

3. GRANT NUMBER: G008001399

5. CONTACT PERSON: Jacques H. Robinson
401 R. White Hall
Kent State University
Kent, Ohio 44242
(216) 672-2477

5. DESCRIPTION:

Project Save (Special And Vocational Education) which is presently in its third year of OSE funding has the following goals: First Priority: to develop and deliver inservice training to educators serving secondary school-aged, high incidence handicapped youth (EMR, LD, Mild BD) in programs based upon the Least Restrictive Environment (LRE) concept. The primary target populations are:

a. Teachers in Vocational Education (VOED) programs wherein there are (present and/or planned) provisions to mainstream high incidence handicapped youth.
b. Secondary Education (SEED) (Jr. and/or Sr. High) teachers of common branch subjects, or courses with a career or occupational thrust, and who serve (primarily or exclusively) VOED students enrolled in programs that serve Mainstreamed High Incidence Handicapped (MHIH) youth.
c. Special Education and Special Needs (VOED) personnel need inservice training on how to function in a support role to the VOED teachers offering direct instruction to the handicapped and how to function as a member of an interdisciplinary team.
d. VOED Administrative and Supervisory (VOED A&S) personnel need ongoing inservice training, consultation, and assistance in dealing with the problems of relating to SPED A&S personnel in designing adequate service delivery systems for MHIH youth as well as determining inservice needs (their own and others). This includes LEA central administrative staff who are ultimately responsible for the entire educational program.
e. SPED Administrative and Supervisory (SPED A&S) personnel also need consultation and assistance in designing their mainstreaming programs, particularly in interfacing with VOED programs.
f. LEA pupil personnel staff, concerned with child find, identification diagnosis, and Individualized Educational Program (IEP) preparation, particularly school psychologists and guidance counselors, need consultation and assistance in the design of procedures to mainstream handicapped youth into VOED programs.

Second priority: To develop and deliver interdisciplinary, competency based preservice training to the target populations cited above.

Kent State's Project SAVE inservice training model is organized around the use of the curricular and instructional resources to teach Ohio's "mainstream" vocational educators to go through the following steps in developing a differentiated instructional program:

a. Adopt and adapt (or develop, if need be) the appropriate occupational analysis to the teacher's training program.
b. Identify appropriate job titles from the Dictionary of Occupational Titles and check these out on the local job market.
c. Map the task and duty structure from the occupational analysis on to the job titles in order to develop an occupational competency domain and job title competency criteria.
d. Assess the relative difficulty of the jobs and interface these with the training program by determining whether the competencies associated with each set of job title criteria is most effectively and efficiently developed in:
   (1) the two-year mainstream vocational education program
   (2) a cooperative placement on the job
   (3) a sheltered program for the handicapped
e. For each set of job title competency criteria, and for the occupational domain structure as a whole, develop training process and exit assessment procedures (using ratings and job sample procedures).
f. Develop training program entry criteria that can be used to:
   (1) insure appropriate selection
   (2) direct and focus pre-vocational and/or work adjustment training efforts
g. Using the occupational analysis and other resources, develop entry, progress, and exist criteria in related areas while stressing:
   (1) safety rules
   (2) vocabulary
   (3) academic competencies and specific examples of the application of such academics
h. Validate the above using the program advisory committee (and other teachers of the same occupation).

The Inservice Training Program also supplies:

a. Background material on the law, the handicapped and their needs, which is designed to make teachers more understanding of, and comfortable with, the handicapped.
b. Assistance in dealing with the emotional reactions to handicapping conditions and the legal mandates.

Work is also being conducted on the development of inservice training programs for:

a. special education teachers and supervisors
b. teachers of academic subjects working with VOED students
c. public school system central office administrators
d. guidance counselors and school psychologists

Project SAVE is an operational aspect of the COED (Comprehensive Occupational Educational Development) program which was developed by Kent State University personnel at the first National Workshop on Vocational Education for Special Needs Students at the University of Illinois in January, 1976.

6. MAJOR OBJECTIVES:

1. To review and synthesize the relevant staff training, competency, and role function literature, and conduct competency percept studies in order to define inservice and preservice training needs.
2. To develop, try out, and revise inservice materials.
3. To conduct inservice workshops and seminars.
4. To develop an interdisciplinary preservice program master plan in undergradaute and graduate levels.
5. To offer undergraduate and graduate interdisciplinary degree programs.

7. DISSEMINATION:

Papers/Presentations:

Robinson, J. H. Mainstreaming the Handicapped into Vocational Education, Presentation to the faculty, Lorain County Joint Vocational School, January, 1980.

Robinson, J. H. and Boggess, B. Overview to Project SAVE and Mainstreaming the Handicapped. Presentation to Special Education supervisors and school-work coordinators. Northern Ohio Special Education Regional Resource Center, Oberlin, Ohio, November, 1979.

Robinson, J. H., Nichols, C., Boggess, B. and Robinson, D. Pre-session Workshop on Vocational Education for the Handicapped, November 29-30, 1979, Convention of the American Vocational Association, Anaheim, California (Sponsored by the National Academy for Vocational Education).

Robinson, J. H. and Nichols, C. W. "Project SAVE: Kent State's Response to the Mainstreaming Challenge." Presentation to the Annual MEOSERRC Administrators' Conference, August, 1979.

Robinson, J. H. and Reiboldt, E. "Let's Get It Together: Mainstreaming Ohio's Handicapped Into Vocational Education." Presentation to the Annual MEOSERRC Administrators' Conference, August, 1979.

Robinson, J. H. and Nichols, C. W. "Mainstreaming Ohio's Handicapped: The Challenge to Vocational Education." Paper presented to the Ohio Vocational Education Directors and Supervisors' Annual Workshop, Columbus, Ohio, June, 1979.

Robinson, J. H., Reiboldt, E. and Merchant, A. "A Model for Mainstreaming into Ohio's Vocational Education Programs." Presentation to Ohio Vocational Director's Association, Region 4, May, 1979.

Robinson, J. H., Albright, L., and Adams, B. K. "The EPDA Competency Study: Identification of Professional Competencies Necessary for (Vocational) Teachers of Disadvantaged and Handicapped Youth: A Reanalysis." Paper presented to the 2nd National Conference on Career Education for Exceptional Individuals, St. Louis, Mo., February, 1979.

Robinson, J. H., Albright, L., Yoho, D., and Adams, B. K. "Research Report: Comparative Studies of the Percepts of Special Educational and Vocational Education Personnel About the Importance of Teachers Competencies Related to Career Exploration and Preparation." Paper presented to the 2nd National Conference on Career Education for Exceptional Individuals, St. Louis, Mo., February, 1979.

Robinson, J. H. and Nichols, Charles. "The COED Program: A Profile." Paper presented to the National Conference on Career Education for Exceptional Individuals, St. Louis, Mo., February, 1979.

Robinson, J. H. "Profile, Project SAVE." Presentation to the Board of Directors, IRC East, October, 1978.

Roboinson, J. H. "The Mainstreamed Handicapped Student: What to Do?" North Ridgeville (Ohio) Public Schools, January, 1978.

Robinson, J. H. (with Furpas, O. P. and Uhl, J.). "The Role of the Industrial Arts Instructor on the Mainstreaming Team." Annual regional meeting of the Northeastern Ohio Industrial Arts Association, Parma, Ohio, October, 1977.

Robinson, J. H., Nichols, C. W., Adams, B. K. and Shama, D. D. The Importance of Teacher Competencies to "Mainstream" Vocational Educators and Special and Special Needs Educators Serving the Handicapped. Paper presented to annual meeting, Eastern Educational Research Association, Norfolk, March, 1980.

Magnello, M. E., Robinson, J. H., and Shama, D. D. Factor Structure of Occupational Interests and Perceived Occupational Aptitude for Psychology and Special Education Majors. Paper presented to the Eastern Educational Research Association, Norfolk, March, 1980.

Robinson, J. H. and Nichols, C. W. Project SAVE: A Response to the Mainstreaming Challenge to Vocational Education. Career Development for Exceptional Individuals. (In press).

Scheduled Presentations:

Robinson, J. H. and Nichols, C. W. Teacher Inservice for Mainstreaming Into Vocational Education. To be presented to the Association of Teacher Educators, Dallas, February, 1981.

Robinson, J. H., Lukose, S., Adams, B. K. and Loya, N. A Factor Analytic Study of the Attitudes of Vocational and Special Educators Toward Mainstreaming of the Handicapped. To be presented to the American Educational Research Association, Los Angeles, April, 1981.

8. EVALUATION:

The evaluation plan involves the use of:

a. The Discrepancy Evaluation Model, and
b. External consultants.

9. PRODUCTS:

a. LEA Program Inventory Survey: Vocational Programming For the Handicapped. This survey is designed to assist LEA administrative and supervisory personnel in the conduct of an evaluation and needs assessment of programs, policies, and procedures for meeting the vocational education of handicapped students. This inventory is based upon, and designed for use with, Vocational Education of Handicapped Students: A Guide for Policy Development, by Sharon Davis and Michael Ward. The Guide is published by and available from:

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

A revised version of the survey will be distributed through ERIC.

b. Project SAVE Resource Materials:

This compendium of resources was prepared for, and distributed at, an American Vocational Association Pre-session entitled "Serving the Handicapped," sponsored by the National Center for Vocatonal Education, Anaheim, California, November, 1979. Further distribution is not intended.

c. Project SAVE Sampler: Vols. I and II.

These readings are being prepared for distribution by the Mideastern Ohio Special Education Regional Resource Center (Akron, Ohio) to the LEAs served by MEOSERRC. Further distribution is not attended.

d. A Taxonomy of Competencies in Vocational and Special Education.

A collection of well over 1500 teacher competencies (Voed/Sped) is being organized from the literature into a taxonomic structure organized around role functions and a goal generality/specificity dimension which is designed to permit the identification of gaps and overlaps in the competency structure and relate these to the University's program and course structure.

10. DESCRIPTORS:

Vocational Education
Mainstreaming
Inservice Education
High Incidence Handicapped

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of participants		as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
800 4 40	Administrators/ Supervisors		1-4 30+ 8	4,5 4,5 4,5	1 12* 12*	1,2	1	1,3,4	
	Paraprofessionals								
6	Resource Teachers		full year	4,5	1,2,3, 4,5,6, 8,11	1,2,7,8,9	3	1,3,4	
12	Consulting Teachers Educators (VoEd)		16	5	1,2,3, 4,5,6, 8,11	1,2	3	1,3,4	
12	Special Class Teachers		30+	4	1,2,3, 4,5,6, 8,11	1,2	1,3	1,3,4	
129 17	Regular Education Teachers (vocational)		30+ 30+	4 3	1,2,3,4 5,6,8,11	1,2 1,2	1,3 3	1,3,4	
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Development and Administration/Supervision of Voed Programs for the Handicapped.

Oklahoma

ABSTRACT

1. TITLE: Program Assistance Grant.

2. SPONSORING AGENCY: SEA

3. GRANT NUMBER: G067901249

4. CONTACT PERSON: Keith Haley
Special Education Section
Oklahoma State Department of Education
Oliver Hodge Building, Room 263
2500 North Lincoln
Oklahoma City, Oklahoma 73105
(405) 521-3351

5. DESCRIPTION:

This project provides short-term institutes to increase the number, quality, and skills of vocational educators to improve services to meet the needs of secondary handicapped students. Institutes are coordinated by the Special Education Section of the State Department of Education and provided through Central State University and East Central University Vo-Tech Departments. In order to train educators to work with physically handicapped students in vocational education settings, special training institutes (two, five-day programs include a three-day summer workshop followed by a one-day on-site technical assistance training by a consultant and a one-day follow-up session) are provided. Replication with new participants will occur during the second and third years of the cycle. Fifty-two educators will be trained to implement appropriate classroom management techniques and to adapt equipment to meet career educational needs. Vocational educators will also be trained to adapt career education curriculum for EMH and LD students. Summer training institutes (seven, five-day courses which include 2 days of field experience) are provided. These are competency-based programs for continuous professional development of original participants. One hundred and eight-two teachers will be trained to adapt career education into IEP's for handicapped students.

6. MAJOR OBJECTIVES:

a. To train vocational teachers to plan, equip, and implement new programs and adapt existing programs and physical facilities for the training of secondary level physically handicapped students.
b. To train vocational teachers to develop alternative programming for integrating handicapped adolescents into the mainstream of vocational and technical education, and to design and implement techniques for successful mainstreaming.

7. DISSEMINATION:

Dissemination of project activities and outcomes occurs through the inclusion of VI-D end-of-year performance reports in the annual statewide summary document of CSPD personnel preparation activity. Efforts will be made to tie in with state dissemination projects through NIE and OSE.

8. EVALUATION:

Evaluation of the project includes evaluation planning, implementation and content evaluation, self assessment report, on-site technical assistance, and feedback.

9. PRODUCTS:

This project will provide a model for replication training for all Vo-Tech instructional staff.

10. DESCRIPTORS:

Secondary Handicapped
Career Curriculum Adaptation
Special Training Institutes
Follow-up Technical Assistance
Vocational Educators

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
52 182	Regular Education Teachers (Vocational)		40 40	4	1,2,3,4, 5,6,7,9, 11	1,2	*other	1,3,6	3,4
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*IHE

Pennsylvania

ABSTRACT

1. TITLE: Inservice Training to Secondary Personnel to Develop Career and Vocational Education Programming for Secondary Level Handicapped Youngsters.

2. SPONSORING AGENCY: LEA

3. GRANT NUMBER: G008101688

4. CONTACT PERSON: Dr. John C. Abbott
Director of Instructional Services
Room 201, Stevens Administrative Center
13th and Spring Garden Streets
Philadelphia, Pennsylvania 19123
(215) 351-7186

5. DESCRIPTION:

This project provides an inservice personnel preparation program related to the implementation of a comprehensive plan of career and vocational education for handicapped students. This plan has been developed in a collaborative effort with the National Center for Research in Vocational Education. The project addresses the specific training needs of administrative, supportive, and instructional personnel who provide components of vocational training programs to handicapped students at the secondary level. A variety of inservice training activities and consultative experiences are designed to enable project participants to obtain direct and continued support for their roles as they relate to the project plan. The plan has been documented in a completed policy and procedures manual on career planning for handicapped youth, and eight role-specific manuals which describe the specific responsibilities of major employee groups in the implementation of a comprehensive vocational education program for handicapped youth. The content of the nine manuals provides the major content of the staff development program.

6. MAJOR OBJECTIVES:

a. To enable participants in this program of inservice training to gain advanced knowledge and skills related to the school district's philosophy, rationale, and plan to develop and implement a program of appropriate career education and vocational education placement options for <u>all</u> handicapped students.
b. To enable participants in this program of inservice training to gain advanced knowledge and skill application related to their roles in appropriate career and vocational education programs and processes for all handicapped students.

7. DISSEMINATION:

Dissemination activities will be directed toward the school district's special education and regular education staff, as well as parents groups and the general public, through brochures, articles, and presentations. Dissemination beyond the school district of Philadelphia will occur through the Pennsylvania Resources and Information Center for Special Education (PRISE), the Research and Information Services for Education (RISE), and the Vocational Education Information Network (VEIN).

8. EVALUATION:

An evaluator will list those program options, supportive services, and assessment strategies gathered from top level administrators and the reviews of educational plans for handicapped students. The list will be used to structure interviews with selected project participants in the administrative, supportive service, and instructional roles. They will be asked to indicate: (1) which items they are responsible for implementing, (2) the extent to which the training program has helped them implement these, and (3) what additional training needs they have.

The answers to the first will be compared to the responsibilities described in the training manuals to determine the extent of acceptance of these roles. The answers to the second will provide an overall assessment of the training program regarding specific areas, and the answers to the third question will provide information that may guide further training plans.

9. PRODUCTS: None

10. DESCRIPTORS:

Inservice Programs
Vocational Assessment
Career Development/Guidance
Individual Planning and Programming
Least Restrictive Environment
Mildly Handicapped
Learning Disabled
Moderately/Severely Handicapped

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
30	Administrators/ Supervisors		15	4	1,4,5,11	1,2,5	1,5	10	
	Paraprofessionals								
60	Resource Teachers		15	4	1,4,5,11	1,2,5	1,5	10	
150	Consulting Teachers Instructional Advisors		15	4	1,4,5,11	1,2,5	1,5	10	
	Special Class Teachers								
	Regular Education Teachers (vocational)								
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
	Parents								
	Physical Educators								
150	Psychologists		15	4	1,4,5,11	1,2,5	1,5	10	
84	Counselors		15	4	1,4,5,11	1,2,5	1,5	10	
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Tennessee

ABSTRACT

1. TITLE: Sharing Educational Concepts: Linking Vocational and Special Education in a Comprehensive Inservice Education Program.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G009101846

4. CONTACT PERSON: Dr. Wesley Brown
Department of Human Development and Learning
Box 18940A
East Tennessee State University
Johnson City, Tennessee 37614

5. DESCRIPTION:

This is a vocational special education inservice project serving fifty sites across all of Upper East Tennessee. The project addresses the vocational and career education needs of handicapped students by seeking to expand the capacity of vocational education to better serve handicapped students in increasingly less restrictive vocational environments. To accomplish this, the project will develop, implement, refine, and replicate nine specific training activities formed on three subcomponents.

The first will prepare regular vocational/career educators and paraprofessionals in special education concepts and methods for teaching handicapped students in vocational settings. The second will prepare vocational special educators and paraprofessionals in vocational/career education concepts and methods of vocational development for handicapped students. The third subcomponent will be model orientation programs on vocational special education for vocational school advisory councils and parents of the handicapped.

6. MAJOR OBJECTIVES:

a. To develop and hold a two one-day sequentially developed inservice education workshops for vocational educators and paraprofessionals at ten different sites for thirteen school systems.
b. To implement a three-credit, fifteen-week after school institute on special education concepts for vocational educators at six different field sites.
c. To engage in individual and small group consultation, technical assistance, and follow-up at the field sites.
d. To provide specialized seminars for specific vocational/trade groups at eight different locations.

e. To develop and implement a six-day series of sequentially developed inservice education workshops for secondary and vocational special educators and paraprofessionals.
f. To hold a three-credit institute on vocational and career education concepts for the handicapped, once in each of three regions.
g. To provide a two-hour orientation program on vocational special education specifically for school advisory and craft committees, to be shared with thirteen school systems.
h. To develop a two-hour orientation program on vocational special education for parents of students with handicaps, to be shared with thirteen school systems.

7. DISSEMINATION:

A dissemination document, in a narrative format, will be prepared for each training activity. Each will include the process, content, and a realistic evaluation of the activity. The project will conduct a regional dissemination conference. A statewide effort will be conducted including the State Department of Education. The project will submit presentation proposals during its second and third years of C.E.C. for their international convention. Potential publications will be submitted to appropriate Tennessee special educational and vocational education journals.

8. EVALUATION:

Evaluation of Training Activities

Seven of the nine activities will be evaluated through a data based approach using specially designed rating forms containing both ratings and optional narrative statements. Additionally, two of the nine activities will measure formal and applied knowledge achieved by participants through examinations and self and trainer evaluations. Finally, two of the activities will be evaluated by a cumulative log of services rendered by the trainer and a rating of the service by individuals receiving more than three hours of contact.

Evaluation of Subcomponents

First, we will quantify and compare the ratings of individual activities annually within the subcomponents. More importantly, in the first two subcomponents supervisors and vocational directors will be asked to note and document the changing proficiency of their employees on a form designed to elicit such information.

Evaluation of Primary Purposes

The results of the previously specified evaluation will enable us to annually evaluate our progress toward our first purpose. To measure the second far reaching purpose we will collect the following information from school systems during the primary year of inservice and in subsequent years that the project is active:

the number of handicapped students being served by vocational education, divided by disability area, by type of placement (integrated-segregated) in vocational and academic programs.

9. PRODUCTS:

A two-hour orientation program on vocational special education will be developed and field tested with the Vocational School Advisory Council and Craft Committees at the Greeneville Green County Vocational Center. A two-hour orientation program on vocational special education will be developed and field tested with parents of students with handicaps in Johnson City. Projected completion dates are during the third funding year (1983-84).

10. DESCRIPTORS:

Inservice Education
Special Education
Vocational Education

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors			3,4	1-8	1,2,5,7	1,4	11	3
	Paraprofessionals			3,4	1-8	1,2,5,7	1,4	11	3
	Resource Teachers			3,4	11	1,2,5,7	3	11	3
	Consulting Teachers			3,4	11	1,2,5,7	3	11	3
	Special Class Teachers			3,4	11	1,2,5,7	3	11	3
	Regular Education Teachers (vocational)			3,4	1-8	1,2,5,7	1,4	11	3
	Clinicians/Therapists								
	Volunteers/Advisory Council Members			3,4	1-3	1,2	1	11	3
	Parents			3,4	1-3	1,2	1	11	3
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Texas

ABSTRACT

1. TITLE: Cross-Disciplinary Leadership Training for Special Education Work-Study Coordinators.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G008102058

4. CONTACT PERSON: Linda H. Parrish, Ph.D.
Vocational Special Needs Program
College of Education
Texas A&M University
College Station, Texas 77843
(713) 845-2444

5. DESCRIPTION:

This project focuses on the leadership training of five (5) work-study coordinators, who will complete a doctoral program in vocational education at Texas A&M University. During the first year, trainees will also conduct state-of-the-art research on work-study programs for handicapped students, and begin work on instructional materials (slide-tape series and instructional modules) and a handbook for work-study coordinators. During later years, trainees will complete materials and conduct inservice and preservice training activities for vocational and special education personnel throughout Texas.

6. MAJOR OBJECTIVES:

   a. To develop a coherent program of graduate study for work-study coordinators in Texas, and to conduct the program for five trainees.
   b. To provide inservice and preservice training to up to 500 work-study coordinators in Texas and to at least 400 vocational teachers in Texas.
   c. To develop instructional modules designed for use by instructors in preservice special education courses for infusion of information related to the career/vocational needs of handicapped students.
   d. To sponsor two (2) statewide workshops reaching up to 500 work-study coordinators in Texas.
   e. To develop and disseminate a guidebook for use by work-study coordinators in Texas serving the handicapped.

7. DISSEMINATION:

The project will be disseminated through the following means:

   a. A handbook will be disseminated to more than 500 Vocational Adjustment Coordinators during 1983.

b. Statewide conferences will be held for Vocational Adjustment Coordinators during 1982 and 1983.
c. Inservice activities will occur for Vocational Adjustment Coordinators during 1982, 1983, and 1984.
d. Inservice and preservice activities will be conducted for more than 1,000 vocational and special education teachers during 1982, 1983, and 1984.

8. EVALUATION:

Primary evaluation mode will be the assessment of congruence between project objectives and project activities. Inservice, preservice, and leadership training activities will be assessed through cognitive achievement measures, self-reports, and participant evaluations of the programs. Products will be field-tested and assessed by intended audiences.

9. PRODUCTS:

a. Handbook for Vocational Adjustment Coordinators -- projected date of publication, 1983.
b. Slide-tape series on the Vocational Adjustment Class -- projected date of production, 1982.

10. DESCRIPTORS:

High School Level
Vocational/Career Education
Teaching Techniques
Leadership Skills

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
500	Special Class Teachers[1]		4-12	3,4	1-11	1,3,6	1,3,4	11	
6	Special Class Teachers[2]		3 yrs/ 15 hrs/wk	4	10,11	10,Other[3]	3	11	
500	Regular Education Teachers (vocational)		4-8	3,4	1-9	1,3,6	1,3,4	11	
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

[1] Vocational Adjustment (Work-Study) Coordinators
[2] Graduate-level Leadership Trainees
[3] Graduate (Ph.D. level) Training

Utah

ABSTRACT

1. TITLE: Doctoral Program: Hearing Impaired (Educational Audiology Resource).

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007900861

4. CONTACT PERSON: Dr. Frederick S. Berg
UMC 10
Department of Communicative Disorders
Utah State University
Logan, Utah 84322
(801) 750-1378

5. DESCRIPTION:

This project is designed to develop an exemplary doctoral emphasis in educational audiology within an Ed.D. program in Curriculum Development and Supervision. Leaders in this new professional specialty are needed in universities, state and federal agencies, school districts, and clinical settings as professors, administrators, supervisors, researchers, and developers of programs that serve hard-of-hearing children. This three-year project--Educational Audiology Resource (EAR)--will produce doctoral-level educational audiologists, develop curriculum and instructional products, and stimulate university training programs, state and local school agencies, and parent groups to support specific programming for hard-of-hearing children. During 1979-81 the curriculum was developed and evaluated by Delphi and Fault Tree techniques. Instructional prototypes are being developed for each course, and field-tested with an initial group of doctoral students enrolled in the Ed.D. program emphasizing educational audiology. During 1981-82 the curricular and instructional prototype is being evaluated and recycled as necessary, additional doctoral students admitted, and a model doctoral personnel training program developed. By the termination of the three-year funding for Project Educational Audiology Resource (EAR), the curricular, instructional, and personnel training subcomponents of the project will have made a significant national impact upon the education of the many hard-of-hearing children in our nation.

6. MAJOR OBJECTIVES:

a. To develop an exemplary doctoral emphasis in educational audiology at Utah State University.
b. To stimulate university training programs, state and local school agencies, and parent groups throughout the country to develop programming directed to meeting the educational needs of hard-of-hearing children.

7. DISSEMINATION:

A wide variety of communication media are being used to disseminate information, materials, and procedures on Project EAR to interested professionals and to the public. The main target populations are: (a) university training personnel in communicative disorders, (b) officers and relevant committee members of the American Speech-Language-Hearing Association (ASHA) and the Alexander Graham Bell Association for the Deaf (AGBD), (c) administrators and specialists who have responsibility for serving hard-of-hearing children in the schools, (d) federal and state office personnel who have responsibility for handicapped children, (e) hard-of-hearing children and their parents, (f) hard-of-hearing adults, and (g) federal and state legislators. A dissemination conference for project directors of other doctoral programs in the area of the hearing impaired is planned for 1981-82. An inservice workshop for the Utah state education office and local school district personnel occurred in 1980-81.

8. EVALUATION:

Evaluation is based upon measurement of attainment of objectives and sub-objectives in the three subcomponents of the project -- (a) curriculum development, (b) instructional development, and (c) doctoral personnel training, as the impact upon developing an exemplary doctoral emphasis in educational audiology at USU, upon assessing the contributions of graduates, and upon determining the extent to which programming directed to meeting the educational needs of hard-of-hearing children is progressing from year to year.

9. PRODUCTS:

The project will provide a model for training doctoral-level educational audiologists, including curricular, instructional, and training subcomponents. The doctoral-level educational audiologists will be able to function in six possible roles: (a) a developer of programs and services for hard-of-hearing children, (b) an evaluator of children, programs, facilities, personnel, and resources used to serve hearing-impaired children, (c) a teacher of college-age individuals, who is an expert in teaching others how to teach, (d) an administrator of programs for hearing-impaired individuals, (e) a supervisor of those who work with the hearing impaired, and (f) a researcher who can design, implement, and effectively report new knowledge.

10. DESCRIPTORS:

Hard-of-hearing
New Specialization
Doctoral Training
Technical Assistance

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
171	Administrators/ Supervisors		620	1-5	1-10	1,2,6**	3***	9 (hard-of-hearing)	3,4
	Paraprofessionals								
	Resource Teachers								
	Consulting Teachers								
	Special Class Teachers								
6	Regular Education Teachers		36	Univ.	*	6	3***	9 (hard-of-hearing)	3,4
350	Clinicians/Therapists		2,070	1-5	1-10	1,2,6	3***	9 (hh)	3,4
	Volunteers								
55	Parents		18			2	3***	9 (hh)	3,4
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

*Curriculum development
**Convention exhibit
***Convention Center Exhibit Hall

Vermont

ABSTRACT

1. TITLE: Program Assistance Grant: Professional Development Program for Vocational Special Needs Personnel.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007901034

4. CONTACT PERSON: Dr. Leonard Albright
Depts. of Vocational Education and Special Education
University of Vermont
Burlington, Vermont 05405
(802) 656-2001

5. DESCRIPTION:

The VOTEC Special Needs Program has been in existence since 1970. During its twelve-year history, the program has focused on providing inservice training to vocational educators who offer instruction to mildly handicapped mainstreamed students and to special educators who instruct moderately handicapped students in an occupationally-oriented secondary program for Diversified Occupations. Preservice training has also been offered to Industrial Education, Home Economics, and other undergraduates who are seeking employment in a vocational education field.

6. MAJOR OBJECTIVES:

a. To provide coursework in vocational special needs at the undergraduate and graduate levels.
b. To provide workshops and other short term inservice training activities to vocational educators and special educators who work with handicapped students in a vocational setting.
c. To conduct research, curriculum development and other activities to benefit handicapped students in vocational education.

7. DISSEMINATION:

Instructional materials from this project, including a statewide IEP study, have been disseminated nationally through ERIC and various workshops. Additional program and project-related materials are presently being developed, and a limited number of copies were disseminated during the summer, 1981.

8. EVALUATION:

Program and project evaluations have been conducted internally and by State Department of Education personnel on a yearly basis.

9. PRODUCTS:

The Vermont Guide for Teaching Adolescents, 1974; a 400 page curriculum guide focusing on vocational skills, as well as the statewide study of IEP development and implementation in vocational settings have been produced and are available through ERIC.

10. DESCRIPTORS:

Personnel Development
Research
Public Service
Curriculum Development

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
20	Administrators/ Supervisors	X	2-30	H.S.	1,4,10, 5,8,11	1,2,3,5	3,5	11	3
5	Paraprofessionals		2-30	H.S.	2,3,4, 5,6	1,2,3	3,5	11	3
3	Resource Teachers		2-30	H.S.	11	1,2,3	1,3,5	11	3
3	Consulting Teachers	X	2-45	H.S.	11	1,2,3	1,3,5	11	3
20	Special Class Teachers	X	2-45	H.S.	11	1,2,3,8,9	1,3,5	11	3
50	Regular Education Teachers		2-45	H.S.	1,2,3,4, 5,6,7,8	1,2,3,8,9	1,3,5	11	3
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Vermont

ABSTRACT

1. TITLE: Comprehensive Vocational Education for All Handicapped Persons: A Training Based and Interagency Approach to Providing Comprehensive Vocational Special Education Services to Secondary Aged Youth.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G0080000576

4. CONTACT PERSON: Susan E. Hasazi, Ed.D.
Assistant Professor
Department of Special Education,
Social Work, and Social Services
University of Vermont
Burlington, Vermont 05401
(802) 656-2936

5. DESCRIPTION:

The major goal of this project is to increase significantly the number of handicapped individuals engaged in meaningful and remunerative work upon graduating from public schools in Vermont and/or to insure that plans are made by the public schools and adult service providers to insure that individuals who are not employable upon leaving school receive further training and support which prepares them for employment. To achieve this goal, a series of inservice training opportunities including consultation, workshops, and courses will be provided to special and regular educators, vocational educators, human service providers, employment and training personnel, employers, and consumers. The ultimate benefactors of the inservice training will be the elementary and secondary aged handicapped children, youth, and young adults in Vermont. The inservice training base established by the Special Education Program at the University of Vermont will be utilized to expand the training network to include vocational educators and career and vocational curricula areas. Special education teachers of mildly, moderately, and severely handicapped students will also receive additional training to insure that Individualized Education Plans (IEP's), developed for the handicapped students whom they teach, address career and vocational education and training needs. Human service providers and employment and training personnel will receive cooperative training with special educators in the development and monitoring of job placements, so that students in need of adult services following graduation or exit from high school will receive such services. But, most significantly, these services will be delivered in a systematic, coordinated, and comprehensive manner.

6. MAJOR OBJECTIVES:

a. To design, implement, and evaluate a three credit hour course for vocational educators on instructional technology related to teaching handicapped students in mainstream vocational education settings.
b. To design, implement, and evaluate a series of instructional modules on the development and implementation of individualized education programs for secondary age students which include Individualized Employment Plans.
c. To develop a learner centered, objective based curriculum on career education for handicapped learners. This curriculum will be used by special educators in formulating Annual Goals on IEP's related to career education.
d. To develop, implement, and evaluate a series of instructional modules on the development and implementation of Individual Education Programs for all handicapped learners (K-12+) which include annual goals on career education.
e. To cooperatively plan, conduct, and evaluate with the Division of Special Education and Pupil Personnel, Vocational Rehabilitation, Division for the Blind and Visually Handicapped and Comprehensive Employment and Training Office (CETO), seven regional inservice workshops. The content would include: (1) elimination of attitudinal and environmental barriers to vocational training and employment, (2) job development, (3) job analysis, and (4) job coaching.
f. To design, implement, and evaluate a series of inservice courses that teach the basic skills, knowledge, and attitudes related to job development, job analysis, and job coaching for handicapped secondary students. (Courses will be offered for certification and/or graduate credit.)
g. To provide consultation and technical assistance to special educators on the design and implementation of exemplary job development and training services for handicapped students.
h. To design a data collection system which will provide the information necessary to monitor progress in increasing the number of handicapped persons employed.
i. To develop a plan in cooperation with the Comprehensive Employment and Training Office (CETO), independent employers, Vermont Department of Employment Security, and the Vermont Chapter of the National Alliance of Business to disseminate information to employers regarding the value of employing handicapped persons, development of affirmative action plans, and resources available to provide on-the-job training to handicapped persons.
j. To disseminate information on project processes and outcomes both locally and nationally.
k. To monitor the impact of the proposed project by conducting a series of evaluation activities.

7. DISSEMINATION:

All of the instructional modules developed will be prepared in a form which can be disseminated upon request. Specific training in

the use of the modules related to elimination of attitudinal and environmental barriers will be provided to consumer groups such as the Champlain and Vermont Association for Retarded Citizens, Vermont Coalition of the Handicapped, and HOPE.

Presentations on the processes and product developed as a result of the project will be made at the State Vocational Education Conference, the Annual Vermont Education Association Conference and the Vermont Council for Exceptional Children regional meetings. Other presentations to interested groups will be made upon request. Also, project staff will prepare and submit manuscripts based on the project's outcomes for publication in national journals and presentation at national conferences.

8. EVALUATION:

The primary evaluation mode to be used in this project will be the assessment of congruence between project objectives and project outcomes.

9. PRODUCTS:

This project will provide a model for developing and implementing statewide interagency inservice training to professionals responsible for providing vocational training and placement for handicapped youth.

10. DESCRIPTORS:

Regular Educators (Vocational)
Special Educators
Human Services Professionals
Interagency Teams
Trainer of Trainers
Vocational/Career Education
Identification and Access to Resources
Attitudes
Teaching Techniques
Handicapped

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
50	Administrators/ Supervisors	X	45	4,5	3,1,11 12	1,2,5,6,7,9	5,1	11	3
	Paraprofessionals								
40	Resource Teachers	X	45	4,5	3,11,12	1,2,5,6,7,9	5,1	11	3
40	Consulting Teachers	X	45	4,5	3,11,12	1,2,5,6,7,9	5,1	11	3
48	Special Class Teachers	X	45	4,5	3,11,12	1,2,5,6,7,9	5,1	11	3
32	Regular Education Teachers (vocational)		8 to 45	4	1,3,11, 12	1,2,5,6,7,9	5,1	11	3
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
30	Parents		6 to 45		3,11,1, 12	1,2,5,6,7,8	5,6	11	3
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
170	Combinations or Teams of Above	X	45	4,5	3,11,10 12,1	1,2,5,6,7,8,9	5,1	11	3

Numbers 6-12: Topic-Interagency Cooperation
Numbers 8-6: Regional Conference Location

Vermont

ABSTRACT

1. TITLE: Program Assistance Grant: Consulting Teachers for Essential Early Education and Vocational Academic Education.

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007900924

4. CONTACT PERSON: Dr. Martha Knight, Chairperson
Department of Special Education,
Social Work, and Social Services
College of Education and Social Services
Waterman Building
University of Vermont
Burlington, Vermont 05401
(802) 656-2936

5. DESCRIPTION:

A component of this project adds a vocational academic education concentration to the existing University of Vermont masters degree program to prepare consulting teachers. Coursework and practicum supervision specific to vocational academic special education are provided through a cooperative effort of the Special Education and Vocational Education University faculty. Graduates will be prepared to provide direct special education services to handicapped youth, conduct inservice training for parents and teachers, coordinate the development of a full service continuum of special education services for secondary aged youth, and cooperate with human service providers and employers in the development and implementation of Individual Employment Plans for eligible students.

6. MAJOR OBJECTIVES:

a. To provide for full service special education for the approximately 5,423 handicapped youth of secondary school age.
b. To provide for inservice consultation, courses, and workshops for Vermont's 400 vocational education, industrial arts, and home economics teachers.
c. To provide for ongoing consultation, training and coordination services for the parents, teachers, human services providers, and employers of the approximately 2,920 handicapped youth in high schools and vocational education centers.

7. DISSEMINATION:

Dissemination activities will include presentations at state and national conferences e.g., Council for Exceptional Children, American

Vocational Association, Vermont Association of Special Education Teachers, Vermont Coalition of the Handicapped, and Vermont Vocational Association) local school board meetings, and other Vermont state colleges. The project staff will develop and present inservice training events as requested by the Vermont Advanced Systems for Special Education Training of Regular Education Personnel regional coordinators.

8. EVALUATION:

Evaluation data is collected on student performance, faculty advising and teaching, and supervisor and self-ratings of program graduates.

9. PRODUCTS:

The project will provide a model for delivering coordinated vocational academic education to handicapped secondary aged youth in area vocational schools, high schools, and alternative educational environments. In addition, the project will prepare 35 secondary special educators by May, 1982.

10 DESCRIPTORS:

Mainstreaming
Consultation
Individual Education Management
Vocational Career Education
Building-based

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
# of	participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors								
	Paraprofessionals								
	Resource Teachers								
12	Consulting Teachers	X	1,620	4	1,2,3,4, 5,6,7,8, 9,10,11	2,5,7,9	1	1,3,4	3
	Special Class Teachers								
	Regular Education Teachers								
	Clinicians/Therapists								
	Volunteers								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Washington

ABSTRACT

1. TITLE: Program Assistance Grant: Leadership Preparation Vocational Education - Special Education

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007801673

4. CONTACT PERSON:
Dr. Gregory R. Weisenstein
Department of Special Education
103 Miller Hall, DQ-12
University of Washington
Seattle, Washington 98195
(206) 543-1827

5. DESCRIPTION:

Supported by a Program Assistance Grant from OSE, the Leadership Preparation Vocational Education-Special Education Project is in its first year of funding. The purpose of the project is to provide leadership training to selected, experienced vocational education personnel. Students in the program are receiving appropriate training in special education and related fields to allow them to provide leadership in secondary public schools in the preparation of handicapped pupils for employment. Classroom and practicum experiences emphasize the following: knowledge of handicapping conditions affecting learning and performance; assessment and individualized planning; methods of adapting materials and teaching techniques; classroom management; cooperative program planning; and, assessing the needs of private industry. The program leads to a Master of Education degree in special education.

6. MAJOR OBJECTIVES:

a. To develop and refine a program which will provide leadership training in the vocational preparation of handicapped individuals.
b. To recruit qualified, experienced vocational educators for specialized training in the Leadership Program.
c. To provide appropriate coursework and practice to program participants that will allow them, upon completion of the program, to assume leadership roles in developing and expanding vocational education programs for handicapped individuals.
d. To develop cooperation with private industry in an advisory and practicum capacity.
e. To provide program evaluation through assessment of current students and through follow-up of program graduates.

7. DISSEMINATION:

Dissemination activities are being directed toward both state and national levels. On the state level, efforts will focus on acquainting school and private industry personnel and prospective students with the Leadership Program and developing a favorable job market for graduates. At the national level, the model developed by the University of Washington for training vocational education-special education leadership personnel will be disseminated to other institutions of higher education and industrial consortia. Dissemination activities at both levels will include presentations, project reports, and information materials.

8. EVALUATION:

The evaluation section of the project will involve both process and output evaluation. Process evaluation will focus on how well project objectives are being met, e.g., program development and design. The output evaluation will consist of both external and internal evauations of program graduates.

9. PRODUCTS:

a. Provide appropriate secondary public school vocational training to handicapped students.
b. Provide local leadership in the secondary school to other vocational education teachers and to special education teachers.
c. Provide technical assistance to school administrators about the laws and appropriate rules and regulations concerning vocational education of handicapped pupils (e.g., preparation of IEPs).
d. Provide technical assistance to appropriate divisions of OSSPI regarding the vocational education of handicapped students through advisory groups and task forces.
e. Provide technical assistance and leadership to private industry in assisting the recruitment and assimilation of handicapped employees in the competitive job market.

10. DESCRIPTORS:

Administrators/Supervisors
Regular Education Teachers
Vocational/Career Education

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
10	Administrators/ Supervisors	X	750	5	1-11	2,5,7,8,9	1,3,5	11	N/A
	Paraprofessionals								
5	Resource Teachers	X	750	4	1-11	2,5,7,8,9	1,3,5	11	N/A
5	Consulting Teachers	X	750	4	1-11	2,5,7,8,9	1,3,5	11	N/A
	Special Class Teachers								
	Regular Education Teachers (vocational)								
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
	Parents								
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

West Virginia

ABSTRACT

1. TITLE: Program Assistance Grant: Career/Vocational Education for the Handicapped

2. SPONSORING AGENCY: IHE

3. GRANT NUMBER: G007900955

4. CONTACT PERSON: Iva Dean Cook
Department of Special Education
West Virginia College of Graduate Studies
Room 811 - Sullivan Hall
Institute, West Virginia 25112
(304) 768-9711

5. DESCRIPTION:

The project will train 75 professionals from RESA V in West Virginia in an interagency model for planning and implementing career education for the handicapped. This training will be conducted during a Friday evening and an all-day Saturday session (12 hours). A course in interagency cooperation will follow, in which the participants may enroll for three hours of graduate credit. A sequence of courses in career/vocational education for the handicapped will continue to be taught throughout the 16-county area served by the West Virginia College of Graduate Studies (COGS). The students may take the courses in a master's concentration, a Certificate of Advanced Study (CAS) program, or as electives in another program area. These courses will be taught by the coordinator of the program with the assistance of visiting professors and adjunct faculty, utilizing several methods of delivery (e.g., teleconference, independent study modules, videotapes, films, and others). During the academic year, the courses will be offered during the late evening or weekends, as COGS serves graduate students who are fully employed. The major thrust of the program is to train leaders who may become change agents in their communities.

6. MAJOR OBJECTIVES:

a. To conduct twelve hours of intensive training in an "Interagency/Model for Developing and Implementing Career/Vocational Education for the Handicapped in Small School Districts" for participants throughout the sixteen counties served by the College of Graduate Studies. This goal was modified. The training institute was held during the first year of the project only. The original goal was to initiate cooperation among agencies so that formal interagency agreements might be signed in the LEA's. With 36 of the 55 counties in West Virginia now having formal interagency

agreements, the goal was changed to revise and offer the graduate course on Interagency collaboration and cooperation to assist the practitioners in the LEA's to implement the agreements (see B, under products).

b. To facilitate the same training by Marshall and West Virginia Universities.

c. To purchase and develop professional materials and resources that are needed to support an individualized model of course delivery for the recently developed courses in career/vocational education.

d. To implement a graduate training program in career/vocational education for handicapped individuals for professionals from the disciplines of regular education, vocational education, special education, and vocational rehabilitation and other interested disciplines that emphasize an interagency model of program delivery for the handicapped.

8. DISSEMINATION:

Dissemination activities include articles, state and national presentations, state and national workshops, brochures, products such as modules and resource documents, information dissemination through educational television broadcasting, brochures, and progress reports. Dissemination activities will reach students, parents, and employers in addition to professionals.

9. EVALUATION:

Measures to assess the attainment of objectives for the training institute and for the sequence of courses in the graduate program; summative evalution and revision of courses, follow-up evaluation of graduate students and the career/vocational education program.

10. PRODUCTS:

a. Instructional Modules:

1. Analyzing the World of Work
2. Identification of Learner Needs
3. Developing Objectives
4. Developing Learner Activities
5. Materials and Resources
6. Career/Vocational Assessment
7. Work Experience Program Development and Implementation

b. Instructional Resources for Sp.Ed. 587 - Interagency Collaboration and Cooperation:

1. 167-page Course Manual (for students)
2. Instructor's Guide
3. Three self-instructional modules:

a. Federal Legislation and the Handicapped

b. The Individualized Written Rehabilitation Program (I.W.R.P.) and The Individualized Education Program (I.E.P.).
c. Agencies Which Serve the Career Education Needs of the Handicapped.

4. Twelve Video-Tapes. (The original goal was to prepare these for educational broadcasting, but were developed on 3/4" tape only.)

a. Rationale for Interagency Cooperation
b. Barriers to Interagency Cooperation
c. Overcoming Barriers to Interagency Cooperation
d. Role of Vocational Education
e. Role of Vocational Rehabilitation
f. Role of Special Education
g. A Special Education Placement Committee Meeting
h. Putnam County Pre-Vocational Assessment Program
i. The Wood County Experience
j. Planning for Cooperation in Cabell County
k. Cooperative Vocational Education and Vocational Rehabilitation Project
l. Cooperation Within A School

c. Slide-Tape Program, Career Education for Youth in Special Education.

The titles in the series include the following (titles revised from those proposed during the first year of the project):

Program 1:	Introduction
Program 2:	Curriculum Planning
Program 3:	Competencies for Career Education
Program 4:	Instructional Activities and Materials, Part I
Program 5:	Instructional Activities and Materials, Part II

d. Resource Document

Career/Vocational Education for the Handicapped: Resource Materials

e. Student Handbook, WVCOGS, CAS Program in Career Education for the Handicapped

f. Program Brochures:

1. Career/Vocational Education for the Handicapped, program description for the Master's and CAS program.
2. An Intensive Training Institute, "An Interagency Model Plan for Developing and Implementing Career/Vocational Education for the Handicapped in Small School Districts".

3. Announcement of courses to be taught, objectives, locations, mailed throughout the COGS service area.

g. Internship Planning Form

h. Participant and Training Manuals, An Interagency Model for Developing and Implementing Career/Vocational Education for the Handicapped in Small School Districts

i. Teleconference Guide, An Introduction to Career Education for the Handicapped (revised version of a module which was field tested)

10. DESCRIPTORS:

Interagency Model Training
Consultation
Instruction/Teacher/Agency Personnel Training
Dissemination of Products
Dissemination of Information to Parents and General Public
Development

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	Administrators/ Supervisors	X	595	5	1,2,4,5, 7,8,9, 10,11	1,2,3,5,6 7,8	3,4	11	3,4
	Paraprofessionals								
	Resource Teachers	X	3,420	2,3,4	" "	" "	"	"	"
	Consulting Teachers College Professors	X	330	5	" "	" "	"	"	"
	Special Class Teachers	X	1,170	3,4	" "	" "	"	"	"
	Regular Education Teachers (vocational)	X	915	2,3,4	" "	" "	"	"	"
	Voc. Ed./Sp. Ed. Liaison Teachers	X	465	4,5	" "	" "	"	"	"
	Volunteers Voc. Evaluators	X	555	4,5	" "	" "	"	"	"
	Parents								
	Physical Educators								
	Psychologists	X	405	5	" "	" "	"	"	"
	Counselors	X	90	5	" "	" "	"	"	"
	Music or Fine Arts Teachers								
	School Boards								
	Combinations or Teams of Above								

Wisconsin

ABSTRACT

1. TITLE: Preparation of Personnel in the Education of Handicapped Children.

2. SPONSORING AGENCY: SEA

3. GRANT NUMBER: G008101608

4. CONTACT PERSON(S):

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125 South Webster Street, Box 7841
Madison, Wisconsin 53707
(606) 266-2820

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5. DESCRIPTION:

The primary goal of the project is to strengthen and improve the statewide planning process for personnel preparation in special education. The project has program strategies in five component areas, two of which are in the area of vocational/special education. Component #4 focuses on training parents of handicapped students in vocational/career education concepts. Component #5 is a pre-service vocational/special education training program targeted primarily for secondary level special education teachers. For each of the components, a plan of action is established including specific goals, activities, evaluation methods, and dissemination efforts.

6. MAJOR OBJECTIVES:

Component #4

a. To develop a "coordinator's handbook" and other resources useful to those wanting to offer training on vocational education for parents of handicapped children.
b. To establish a planning committee which will provide leadership regarding acivities to be implemented.
c. To update and improve the materials currently available and developed for prior workshop training efforts.
d. To conduct training sessions for persons who want to offer this type of training for parents.
e. To provide technical assistance and resources for pilot workshops.

Component #5

a. To research and document the specific competencies secondary level special education teachers will need to develop in order to provide a more viable experience to handicapped students.
b. To collect information about vocational education program models and to provide teacher trainers with information and skills to better meet the needs of teachers who will be employed at the secondary level.
c. To provide direction and technical assistance to two of Wisconsin's special education teacher training institutions to allow them to develop models of secondary level teacher training that can be replicated in the state's IHE's.

7. DISSEMINATION:

In keeping with the Department of Public Instruction's procedures, information regarding this project will be disseminated on a statewide basis to interested persons. Dissemination activities will be in the following formats: presentation to interested groups and organizations, regional workshops, newsletters and correspondence, Statewide Comprehensive System of Personnel Development (CSPD) Advisory Committee, Z-Group Committee, LEA's and IHE's.

8. EVALUATION:

Evaluation will consider the wide range of personnel development activities embodied in the project and will measure the attainment of the stated objectives. Evaluation will monitor the progress made in implementing each component. Meeting minutes, observation schedules, and surveys will be administered as appropriate. A questionnaire/survey will be distributed to participants to determine the attitudes and opinions regarding the question of the training activities developed and format reports will be developed and used as a basis for program improvement and determination of future needs related to the component areas.

9. PRODUCTS:

The project will provide (a) a program model on secondary level special education teacher training in Wisconsin, and (b) a coordinator's handbook to offer vocational education training for parents of handicapped children.

10. DESCRIPTORS:

Preservice Program
Inservice Program
Prevocational Programming
Parent and Consumer Information

11. Table (Projects for Conducting Training)

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
20	Local Voc. Ed. Coordinators			4	1,2,4,8	1,2	5	11	
21	Administrators		6	4	11	1,2	5	11	
60	SEA Supervisors			5	10,11	1,2	1	11	
140	Directors, Special Education			4	1,2,4,8	1,2	5	11	
	Paraprofessionals								
50	IHE Teachers		24	n/a	7,11	1,2	3	11	
	Consulting Teachers								
222	Special Class Teachers		80	4	1,2,3,4, 5,6,7,8, 11	1,2,8	3	1,2,3,4,11	
60	Regular Education Teachers (vocational)		16	4	1,2,3,4, 8,11	1,2	1	11	
	Clinicians/Therapists								
	Volunteers/Advisory Council Members								
60	Parents		12	n/a	1,2,3, 4,8,9, 10,11	1,2,7,8	6	11	
	Physical Educators								
	Psychologists								
	Counselors								
	Music or Fine Arts Teachers								

1	2	3	4	5	6	7	8	9	10
number targeted	category of participants	as trainers	hours trained	level	topics	instructional techniques	settings	disabilities	specific conditions
	School Boards								
17	Combinations or Teams of Above		12	n/a	1,2,4, 10,11	1,2	6	11	
	SEA Project Advisory Committee						Private facility		

Directory of the Division of Personnel Preparation Program Staff

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Washington, D. C. 20202-4714

Dr. Herman Saettler, Acting Director
(202) 245-9886

EASTERN REGION

Project Officer and Tel. No. (AC 202)	Assigned States	Assigned Program Area(s)
Ms. Josephine L. Taylor Branch Chief (245-9736)		Bilingual-Bicultural (Eastern) Visually Handicapped Multihandicapped Preschool Severely Handicapped
Dr. Joseph Clair (245-9736)	New Jersey Maryland Delaware Pennsylvania West Virginia Ohio	Inner City & Poverty Areas Policy Implementation for 94-142 Policy Implementation for 504-503 Vocational Rehab. Regulations
To be assigned	Massachusetts Connecticut Maine New Hampshire Vermont Rhode Island Virginia	Emotionally Disturbed Autistic Support Personnel
Anmarie Kallas Alleva (245-9736) Victoria Ware (245-9736)	New York Puerto Rico Virgin Islands District of Columbia Indiana Michigan	Deaf & Hard of Hearing Caribbean Area

CENTRAL REGION

Project Officer and Tel. No. (AC 202)	Assigned States	Assigned Program Area(s)
Dr. Norman Howe Branch Chief (245-9736)	Kentucky	Mental Retardation Learning Disabilities Bilingual-Bicultural (Central)
Ms. Betty Baker (245-2326)	Florida Georgia Iowa South Carolina Wisconsin	Native Americans
Mr. Joseph Gilmore (245-2326)	Missouri Mississippi North Carolina Arkansas	State Education Agencies Comprehensive System of Personnel Development (CSPD) Parent Training/Parent Coalitions
Ms. Martha Bokee (245-2326)	Minnesota Louisiana Alabama Illinois Tennessee	Physical Education Recreation Arts for Handicapped

WESTERN REGION
AND SPECIAL PROJECTS

Project Officer and Tel. No. (AC 202)	Assigned States	Assigned Program Area(s)
Mr. Edward Moore Acting Branch Chief (245-9491)	Arizona Nebraska North Dakota South Dakota Utah	Regular Education-Inservice Paraprofessionals Minority Concerns Bilingual-Bicultural (Western)
Dr. George Hagerty (245-2326)	Colorado New Mexico Oklahoma Texas	Pacific Territories Vocational/Career Education Regular Education-Preservice Incarcerated/Adjudicated Youth
Dr. William Peterson (245-9491)	Alaska American Samoa California Guam Hawaii Kansas Nevada Northern Mariannas Trust Territories	Special Projects School Law School Finance
Dr. James Siantz (245-9491)	Idaho Montana Oregon Washington Wyoming	Rural Initiative Regular Education-Inservice Interdisciplinary Training Special Education Administration